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Looking Back at ESL70: Five Years in an Intenstive Language Institute

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by
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ABSTRACT

This paper is an examination of the creation of, and the initial five years of operation of, ESL70, a non-academic, for-profit Intensive English Language Institute at Kingsborough Community College in New York City. Kingsborough Community College is part of the City University of New York (CUNY). This paper will examine the educational philosophy and application of ESL70 within both the historical and present academic context of CUNY, ESL70's endeavor to immerse non-native English speaking students in the study of English Language, the business-centered nature of ESL70, and the conflicts and issues that have arisen in response to being a business-centered language institute within an academic institutional framework. The conflicting roles of the teacher as both educator and as worker will also be addressed in this examination.

ERIC Descriptors

Language Teachers
Teacher Responsibility
Teacher Role
Teaching Conditions
Second Language Instruction
Immersion Programs
Intensive Language Courses

List of Abbreviations:

CCNY	City College of New York
CET	Continuing Education Teacher
CLIP	CUNY Language Immersion Program
CUNY	City University of New York
FSA	Foreign Student Advisor
IELI	Intensive English Language Institute
IPP	Independent Professional Project
KCC	Kingsborough Community College
MAT	Math Assessment Test
PSC	Professional Staff Congress
RAT	Reading Assessment Test
SIT	School for International Training
SMAT	Summer Master of Arts in Teaching
T (1,2,3,)	Temporary Building 1, etc
WAT	Writing Assessment Test

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Introduction

Soon I will have finished five years teaching in ESL70[1], which itself will then be five years old. ESL70 is a non-credit bearing, for-profit, Intensive English Language Institute (IELI) at Kingsborough Community College (KCC), a college of the largest public urban university in the United States, the City University of New York (CUNY). The student body for ESL70 is composed of immigrants, residents, and international students. Teaching in this IELI for these initial five years of its life, I have observed many problems that have concerned, and continue to concern, students and teachers in ESL70. In this IPP[2] I intend to discuss these problems and the conclusions I have come to concerning teaching and learning in this IELI.

My Personal Reaction

My naiveté at the outset of ESL70 has metamorphosed into bemused skepticism. My previous experience had been in programs in which the emphasis was on education and learning, and of strong union involvement. My skepticism grows in direct proportion to the political climate and emphasis on the bottom line, even if the bottom line interferes with education and learning. My skepticism has been tempered somewhat in the past year by the change in leadership of the union and the consequent recognition of ESL70 by that leadership, as well as a provision within the framework of the new and current contract, as well as union recognition of how the ESL70 faculty have been treated.

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[1] To be renamed to differentiate it from standard ESL course offerings.
[2] Independent Professional Project

I remember, when I was hired, of feeling ebullient at the prospect of teaching five hours a day in one place for ten weeks at a time. I remember not thinking about hourly pay, not thinking about getting paid for anything *but* the five hours per day of classroom contact. At the time, the starting rate of pay was for the most money I'd known in teaching English as a Second Language[3]. Until then, a normal schedule for myself, and many of my PhD-less colleagues, had been a random collection of hours here and there to make ends meet. As well, these hours didn't include the time needed to commute between these different schools, so I was gratified to be offered the chance to teach in one place for an hourly rate that seemed to me to be full-time work, even though this job didn't include health benefits, paid holidays, vacations, seniority, job security, or paid office hours. Those were things I didn't fully appreciate then, but I was going from being a migrant worker to a statistical anomaly—the full-time/part-time teacher. My ebullience has transmogrified into cruel reality: in the rise of unopposed capitalism, the hourly worker is a global dream, the drone who labors for the queen or the slave who serves the master. Knavery flourishes now: perhaps it signals a declining civilization returning to where it came.

Arriving at this Topic

There are many ways people come to the topic for their IPP. I have come to mine because there are far too many well-qualified, competent teachers who are in similar teaching situations: dedicated, well educated full-time or part-time instructors who work long hours, are paid low wages and denied many benefits because of academic

[3] I have found the profession to be split over the use of these two descriptions. Since the name of the institute is ESL70, I tend to use ESL in spoken language and be more precise in the written language.

bureaucracies and increasing businessization of higher education and attention to the bottom line rather than the educating of students; and to me this is a source of frustration and discontent. We teach immigrants, foreigners, and international students (many of whom stay on in the US and become citizens) who become the future leaders and innovators of our own culture as they and their families assimilate in ways different from what the mythology asserts because they have risen outside the system of the elite. We teach on college campuses doing the nuts and bolts work for the universities and no one in the university knows of those of us in Continuing Education, from the Director on down through teachers and students. We are the invisible people—the non-citizens of the college.

Local Politics and ESL70—Kingsborough's Language Institute

It has been said that all politics is local. Education is a business. How does one operate within the politics and business of education? How is it done within the largest public urban university in the US?

For a long time I had thought dialogue journals with students would be my focus.

I had begun to use dialogue journals when I first began to teach as a means of students "owning" their own language. It was a concept I took from reading *Teacher* by Sylvia Ashton-Warner and which I later developed by reading books about journal writing between native speakers and students. The effect was to make me want to explore the use of journals as a tool for learning. As I thought more about this, I realized the strongest message I was getting came from students confiding in me and telling me how

they were coping with their new world. The journals strengthened my interest in what I felt was more connected to the politics of the school and social environment of students and the roles of teachers in more than just content. The more of these journals I read, the more I understood the students to be in need of more than just an English Language teacher. The amount of time and the nature of the inquiries also made me cognizant of the time that must be invested to answer, to counsel, and to ask, "what *is* my job and *how* do I do it within the parameters that have been set by the structure of this IELI?"

Psychic Separation from the University

CUNY insists on isolating Continuing Education (under which ESL70 operates) from campus life both physically and psychically. Community colleges in New York City and State are really neighborhood or commuter colleges. Community colleges therefore have no dormitories and often no student union building or definitive gathering place on campus where students congregate, form their affinity groups, or just use the restrooms or to fill coffee makers. In fact, this lack of common space is a very sore subject.

The problem at KCC lies in the way ESL70 and CLIP classrooms are relegated to the furthest part of the campus and in the ugliest, and least maintained building. Being "in" or "near" this perma-temp monstrosity isn't conducive to doing anything more than is necessary. No one wants to drink the water from the fountains in the building, and twice we've endured water main breaks, which meant that we had no water in the building for two to three days. That meant everyone had to walk to another building in order to get a drink of water. As well, being so far removed from the rest of the campus, both teachers and students found it impossible to during our ten-minute breaks to go to

the cafeteria and get a coffee. Taking our own initiative, we solved the problem by bringing in coffee-makers and making our own coffee in our classrooms. Until recently that is.

The Dean of Continuing Education, who sits in his well-appointed office with two coffee makers, has now prohibited faculty in ESL70 from making coffee in our classrooms. It seems we blew a circuit breaker two days in a row and the electricians were irked at having to cross the campus (the same distance we would have to cross at each break, everyday, to get a coffee in the cafeteria) twice in one week. Up the veritable chain of command and down to the lowly ESL70 came the edict: no eating or drinking in the classrooms. The concept of people sitting in a classroom for five hours and being denied the right to eat or drink in it or to make coffee is alien to people who think in terms of short college classes and to those who can go to the cafeteria or faculty dining room.

At KCC, international and immigrant students live off campus in apartments they can't afford or with relatives they most likely have never seen. They live with in-laws, cousins, and family friends, all eventually wanting something from them. They tend to live in neighborhoods where others from their homelands live. So now they commute from this "native" locale to the "alien" territory of the local college. And yet, these students are not really integrated into the college but set aside in the furthest reaches of a

beautiful seaside campus in "temporary" barracks whose windows look out on the detritus collected from maintaining the permanent campus.[4]

Continuing Education

There are other problems with the perspective from this window, both literal and figurative, which contribute to discontent among teachers: Why do teachers work so many hours for so little compensation? Why are we in ESL70 modern day slaves? — unknown by anyone on our campus and contractually lumped into the pejorative category Continuing Education, while being atypical of the hours, intent and philosophy of Continuing Education. This issue has become critical after recent union-university contract negotiations.

Continuing Education has been the community college answer to locating within a community, providing courses two or three nights a week that satisfy the needs of the surrounding community. It also provides courses of interest to the community. Most of the teachers who teach in Continuing Education are people who supplement their regular income from the day jobs they hold by teaching four to six hours per week. In this matter, most Continuing Education teachers (CETs) also face the paramount irony of the university—while their courses bring in welcomed revenue from students who don't get college credit, both these students and their teachers become the college's non-citizens, or underclass. The "regular" CETs are paid miserly salaries and have no benefits. Where ESL70 differs in time as well as in intent, is that we are full-time teachers who are paid as part-time CETs and can't possibly supplement our income except to work nights as

[4] See photographs in Appendix 1

"regular" Continuing Education teachers. Another difference is that ESL70 teachers have Masters Degrees and the "regular" CETs generally do not. Perhaps this is endemic to the class structure of academia in America; certainly it exists in the City University of New York.

Education Politics in New York in the 1990s

The extraordinary political climate of New York in the 1990s became a pitched battle between conservative politicians and educators and progressive faculty, students, and supporters of open enrollment to maintain or to remake CUNY. The incumbent mayor, Rudolph Giuliani, and governor, George Pataki, were both conservative Republicans and their agendas included filling the CUNY Board of Trustees and New York State Board of Regents with political appointees who would do their bidding. This bidding included a single-minded restructuring of The City University. Included in the agenda were measures that ultimately would return CUNY to the business of educating white Americans. This restructuring became a protracted public issue, radically changing the policies of how and where immigrants and minorities enter CUNY. CUNY took the blame for the remediation courses it offered, including ESL.

It was in this climate that ESL70 began to operate in the fall of 1997.

As well, the lack of responsive union leadership for faculty and staff drew me into another dimension of our reality: treated as unwanted stepchildren but compelled to perform in order to increase student enrollment (read revenue production), teachers in the ESL70 program, the non-credit IELI, were resented and scorned by those in the KCC

academic ESL program—university ESL professors, and by professors in the Department of English, and to some extent by our own students! The university ESL professors—as opposed to CETs—were fearful of losing their jobs if potential students were directed to what they perceived as an outsourced "language mill" taught by "scab" teachers working for much less money than they received and less skilled than they considered themselves to be. Yet, the university ESL teachers were unwilling to teach the students in either the CUNY Language Immersion Program (CLIP)[5] or the new IELI for fear of not having successful pass rates and because of the time consuming effort of teaching lower levels of learners. The teachers in the university Department of English have no particular understanding of why foreign students can't write or can't finish reading a book. Students were unclear in what ESL70 was all about: many thought that by acquiring a level of fluency they were automatically in college. They were standing under a very big umbrella; learning English. What that meant and means to each person became and remains problematic.

Throughout all the learning the teachers have done and continue to do in this very problematic environment of school as business, there is the joy of what we do best: interact with the students. I know for myself when I see or hear a student who recognizes that s/he has become aware of a change in their language ability, has noticed that learning has occurred, that the look on that face, seeing the pleasure of recognition of changing from one state to another, is priceless. Often, as we run into one another in our little

[5] CLIP—the original immersion program, which served as a model for ESL70. The difference is that CLIP students are permanent residents of the US (green-card holders) and have been accepted to CUNY, but don't have the necessary English language skills to do college work and have elected to study English for a year to obtain those skills. ESL70 students can be international students, immigrants, or residents. They have not applied to CUNY, or may choose to enroll at another university or college.

"teacher's room" we share stories that have made us feel like teachers; a learning event—something—that has happened to make us aware of the community that is shaping, a connection in the humanity we share despite the cultural, institutional, and problematical divide. These are just some of the things that keep us grounded in reality, knowing that beyond the demands that we be cogs in a wheel, we see *our* reality: we're the frontline people sharing the ways to be successful in a new and different language and culture. Our empathetic veins will course through the difficulties in front of us to empower the people that CUNY traditionally has educated—those who seek to enter the mainstream of this society regardless of the political and bureaucratic obstacles they and we encounter.

Chapter summary

The IPP is divided into three chapters. The first chapter is a brief history of the City University of New York (CUNY), which establishes the background of both Kingsborough Campus (KCC) and ESL70. The second chapter deals with issues teachers face in this new *business* of education in ESL70: treating teachers as workers rather than professionals, attention to the bottom line, avoiding any policies which would jeopardize income. In the third chapter, I separate the issues into what I believe can be changed and what cannot. In concluding I posit myself as hopeful for the future.

Chapter One

Understanding CUNY

A Brief History of The City University of New York

The City University of New York is the largest public urban university, and the third largest university system, in the United States. CUNY is comprised of ten senior colleges, six community colleges, one technical college, a law school, a graduate school, a medical school and an affiliated medical school. It is inherently international by virtue of its location in a global city. In fall 1995, over 50% of incoming freshmen were born outside of the US mainland.[6] Currently there are over two hundred thousand students enrolled in degree programs in its twenty colleges and an additional two hundred and five thousand students in adult and Continuing Education courses.[7] CUNY has always played a major role in the history of New York City by being innovative, exclusive, inclusive; a vital part of this incredible city. But in that role there have been many political tides that have opened or closed the doors to the very people for whom it was meant.

The Beginning

CUNY's roots go back to the founding by public referendum of The Free Academy in 1847, which later became The City College of New York (CCNY). In 1870 Hunter College was founded to educate women in the first free normal (teacher training) school. In 1926 the State Legislature established a municipal-college system and as the demand for higher education grew, other colleges were established within the City's system. In 1961, the legislature designated the municipal system as The City University of New

[6] www.greatcollegetown.com/cuny.html
[7] CUNY public statistics quoted from its website: www.cuny.edu

York. CUNY's mission has been to "educate the whole people" and a "commitment to academic excellence while providing *equal access to and opportunity for education.* [italics added]"[8] In their book, *Changing the Odds,* about the role of CUNY in the life of disadvantaged students, Lavin and Hyllegard quote the first head of The Free Academy, Horace Webster:

> The experiment is to be tried, whether the highest education can be given to the masses; whether the children of the whole people can be educated; and whether an institution of learning, of the highest grade, can be successfully controlled by the popular will, not by the privileged few, but by the privileged many."[9]

These words sound lovely, but the fractious politics behind this façade are anything but lovely. At its beginning, CCNY predominately educated the sons of the merchant class, until the 1890s to the 1930s, when European Jews became the dominant group. Increasingly, working class Irish and Italian Catholics followed the Jews and began to enter in greater numbers in a predominantly White Anglo-Saxon Protestant city. Much has been written by and about the Jewish immigrants of their experiences in City College. While the chance for a free, quality education allowed these immigrants to move into the middle and upper classes the chances for others were nil. Again, Lavin and Hyllegard write:

> These words [Webster's, above] were more rhetoric than reality in the college's early years, for the student body consisted mainly of the sons of prosperous merchants and professionals. But by the end of the nineteenth century and the beginning of the twentieth, the college began to play a significant role in the lives of impoverished immigrants, especially Jewish families arriving from eastern Europe. In the 1930s CCNY students were regarded as among the most able in the nation, and the college came to be known as the "proletarian Harvard." Its graduates'

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[8] CUNY website and catalogue information.

[9] Quoted in David Lavin and David Hyllegard, *Changing the Odds: Open Admissions and theLife Chances of the Disadvantaged,* (New Haven: Yale University Press, 1996) p.4

achievements in diverse walks of life contributed to a faith in the college as a path out of poverty.[10]

After World War II, New York City's demographics changed: returning GIs increased the application pool and CUNY limited admissions to better-qualified high school graduates. There were many more applicants than spaces, which drove the mechanism of selectivity. As the economy changed from manufacturing to the service sector, or post-industrialism, in the 1950s and '60s a more educated work force was needed and more of the white working class was admitted. In New York City there was a fast growing non-white population as well. By the mid 1960s racial tensions were growing and the cries for integration became louder: "at that time the percentage of minority[11] enrollment in the senior colleges was 1.5%."[12] Competition for admission to seats in CUNY became bitter and divisive. All of this history came into play in the turbulence of student movements in the waning years of the 1960s. It was a changing society and institutions were loath to change with it. But in 1970 New York City changed course from having a highly selective admissions policy to one of open admissions.

Open admissions was a blanket term for admitting all New York City high school graduates into the university system. It never quite reached that ideal, but the policy has been a perpetual bone of contention as admissions policy was changed and then changed again. What was at stake was the broadening of access to the university and in some sense, to have the university enrollment reflect the composition of the population. In the 1972 academic year there was a total enrollment increase and the non-white enrollment

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[10] ibid.

[11] The word minority includes immigrants as well as American-born minorities; essentially it means non-white.

[12] Julius C.C. Edelstein, quoted in "A CUNY Revolutionary Looks Back," *New York Times*, March 20, 2002, Metropolitan Section p. B9.

went from 4% of senior colleges to 16% and from 17% to 32% of community colleges. "*The post-1970 student body was more likely to be immigrant*, [italics added for emphasis] to come from the less successful high schools and economically disadvantaged neighborhoods of the city, and to have parents who had very little opportunity for educational attainment."[13]

Assessment Tests and Politics

As open admissions worked at the time, underrepresented populations of students largely gained access to the university through community colleges. The entire evolution of open enrollment is much too long and detailed for the purposes of this paper, but the point was to create educational, and consequently economic, opportunity in a city with a burgeoning minority population. As a result of the new policy, CUNY expanded and more students had access; at least to the community colleges. The university began to give assessment tests in Reading (RAT), Writing (WAT), and Math (MAT) and to offer remedial classes to those who failed these tests. Since the senior colleges, and for that matter the community colleges, all determine their own admissions policies, open admissions really only existed at the community colleges, or in programs that were simultaneously begun to support less prepared students and get them to the levels needed for the senior colleges, but none of these addressed non-native speakers of English.

At the end of the '90s the political process in New York was in the hands of conservative right wing groups and the think tanks upon which they heavily relied for policy issues. One of these, The Manhattan Institute, has produced numerous studies and policy papers used by Republican incumbencies to denigrate the reputation of CUNY.

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[13] David Lavin and David Hyllegard, quoted in Sweeney, "Access to Education: Admission and Remediation at the City University of New York", p.2

Heather MacDonald, a Senior Fellow of the Manhattan Institute in its house organ, City Journal, criticized open admissions as "CUNY's decision to admit any breathing human being with a record of occasional high school attendance."[14] That has been a fairly popular view from the right and one that endures. One option that was pursued by these right-wingers was to use these assessment tests as admission exams.

MacDonald and her cohorts were also thinking of a different age and a different response, perhaps one from their parents' generation: aside from those who had progressed through the New York Public School System from whatever level they had entered, immigrants or non-native speakers, who were beyond high school age, should do as the immigrants of another time—go to night schools or their equivalents. There is a total inability to adapt to changing times, even more to changing demographics, on the part of conservative whites in positions of power or influence. There is also the occasional Black or other minority, who having attained a position of prominence, lines up with this thinking.

Demonizing the Victims

Much of the conservative think-tank studies pass as language about the standards of CUNY being lowered to a point of embarrassment. But make no mistake: this is coded language to mask the unwillingness to allow minorities, which includes immigrants, into the system. What we have here is three important, but different, eventualities that work against these groups in the public discourse and against the public interest in both the short and the long run. The first and most obvious is that for minorities to graduate from New York City public high schools in need of remediation speaks to the inefficacy of the

[14] Heather MacDonald, "CUNY Could Be Great Again," City Journal Vol. 8 #1 (Winter 1998), p.66

city school system and its inherent racism, not to CUNY. The second is that these assessment tests are given to every entering student, which includes immigrants, international students, and people who might be returning to school after a lengthy absence. Here we are talking about recently arrived immigrants, not those who have gone through the New York City school system. To make that clear, it means that international students including recently arrived, immigrant, non-native-English speakers who might be particularly well educated, take the same tests as native-English speakers, making them *de facto* admissions exams.[15] Therefore, a non-native speaker spends time and money to study English as a Second Language as a remedial subject. Math too becomes a remedial subject, even if one is proficient in the subject, but cannot solve problems because of a lack of English vocabulary. Students receive no credit for these courses. As a result, non-natives would spend the same amount for tuition while half of their credit load would be remedial so they would receive no credits for these courses. I have given this some thought and believe that it becomes prejudicial that a person is penalized for an entire semester, when a few hours of tutoring for the necessary math words could accomplish what's needed to pass the MAT. For those who come very close to passing the writing and/or reading tests there are intensive courses that do what we call "teaching to the tests", but they are only offered in the summer—another time loss. Though all of these roadblocks remain, the writing test has been changed from a test that had been skewed by embedded cultural assumptions. Third, funding cutbacks for twenty years in the budgets of both New York City's public school system and CUNY by both the state and the city insure lack of adequate facilities as well as the lack of qualified teachers who

[15] Non-native students must be able to decode and activate schema in order to comprehend embedded cultural assumptions. Tests composed by native speakers are culturally embedded which skews them in favor of native speakers.

can make more money teaching in nearby suburbs. Now, if the university were to use these placement tests as admission exams, the city, which has deprived its population of credible secondary education and which subjects its recent arrivals to punishment for not being fluent in English, would once more be educating its remaining native, white citizens.

Kingsborough Community College

Kingsborough Community College (KCC) is one of the six community colleges in the CUNY system. In a recent visit, Governor George Pataki, "noted how Kingsborough was ranked in the top one percent in the nation in associate degrees awarded to students and in the top percent of over 1500 community colleges nationwide in degrees awarded to minority students."[16] Kingsborough is the community college in which ESL70 operates.

The campus is located on the site of a former Coast Guard base in the New York City Borough of Brooklyn. All public records indicate that Kingsborough began operating in 1963. The college lies in the southernmost part of Brooklyn called Manhattan Beach. Once a prosperous summer retreat (along with its nearby neighbor Coney Island), Manhattan Beach is now a quiet, rectangular residential neighborhood bounded on two sides by water, one side by the Kingsborough campus and on the remaining side by the commercial hub of Brighton Beach from which ESL70 draws a huge number of Russian speaking students. Manhattan Beach is composed primarily of large single-family homes on small plots, although there are a number of two family homes and an occasional apartment building. KCC is bounded on three sides by water

[16] CUNY News Release, May 22, 2002

with Manhattan Beach on its western front. There are notices throughout the campus reminding us to be good neighbors.

Although the KCC campus has two entrances, the secondary, or north one, is for cars only, a practice that has annoyed many students and teachers who would walk over the footbridge from the nearby neighborhood of Sheepshead Bay if they could enter this way.[17] For those in the Intensive English Language Institute and the CUNY Language Immersion Program it makes a difference: our building is right there, on the very north side of campus hard by the Sheepshead Bay Canal (also the northern border of Manhattan Beach), but a good ten minute walk from the bus stop near the main entrance on the southern side from where most of us arrive and depart. It's just another nagging reminder of our distance from the college.

New York Neighborhoods

Although New York is known for its incredible mixture of cultures as well as language—one hundred sixty eight at last count—it is a city of ethnic neighborhoods. New arrivals tend to congregate with some others from the same country, creating enclaves such as the original Chinatown, a Dominican *barrio* in northern Manhattan, a huge neighborhood from the Indian subcontinent in northern Queens, and pockets of Haitians, Poles, Caribbean blacks, American blacks, Russians, Turks and Israelis in Brooklyn. Consequently CUNY ends up with a diverse population overall, but major influences on individual campuses. Since Russians, Turks and Israelis surround KCC, these groups dominate ESL70. The neighborhoods somewhat further afield contribute Chinese, and Japanese usually come as international students finding themselves plopped

[17] See picture of campus

down in the nearby Russian or Turkish communities. There is a mixed Arab population from which we draw a few students each term too.

Beginning an Intensive English Language Institute

Community Colleges usually reside in or near neighborhoods from which they can draw a student population rather than being a destination as many colleges or universities are. This is certainly true of Kingsborough. KCC was one of the original eight campuses on which the CUNY Language Immersion Program (CLIP) began. CLIP is a program for students who are permanent residents, who have applied and been accepted to CUNY, but don't have enough proficiency in English to do college work. CLIP is a funded program; funded by both the city and the state, and quite inexpensive for the students. CLIP was initiated as a political move to take low-level ESL speakers out of the college and put them in fast-track immersion to get them back into college. Part of the politics was benevolent in that the financial aid students were using up to take non-credit English courses would leave them unable to use the aid to finish their education. The not-so-benevolent aspect was that low-level English is a demanding teaching assignment and again is tinged with the term "remedial," making it unattractive to a largely research-oriented faculty.

Capitalizing on the Political Climate

Soon after the apparent success of CLIP, it occurred to the bean counters in KCC to wonder about the other people in the same areas from which CLIP was drawn, but who didn't qualify as students in KCC because they weren't permanent residents. In mid-1997 the idea was floated of beginning an open enrollment intensive institute and seeing what the interest was. At this time in New York City, the political climate was unrelentingly

capitalistic and conservative. For education, especially for a university system that receives state and city funds that have been severely curtailed, forced to depend more on student tuition for income, this meant a look to "outsourcing"—a way to circumvent unions and union pay scales, even during years of unparalleled economic opportunity. Privatizing was also a way to downsize the university by eliminating academic courses and hiring teachers who would teach under the umbrella of Continuing Education. Continuing Education Teachers (CETs) are paid by the hour, and the individual department, not union pay scales, determines the rate. CETs are also considered part-time workers, so they don't qualify for vacation, paid holidays, sick days, preparation time pay and other benefits. Yet they perform a full-time job by teaching twenty-five contact hours per week. This is far and above what the academic faculty is expected to teach and at rates well below what academic instructors receive. It is also more contact hours than public school primary and secondary school teachers teach. This is how CLIP teachers entered the system and based on that program at KCC, it is how ESL70 also began.

ESL70

I was to begin in a classroom that belonged to the Music Department in the T-4 building. Therefore, I had to shuttle between the building where my class was to meet and T-2, the building where the CLIP classes, the computer lab and the office for CLIP and this new institute, ESL70 were.

My class and I came to feel orphaned and yet independent. My independence was curtailed somewhat because I needed to arrange things so that I could make any necessary photocopies or gather books either before, after class or during my *lunch break*. We all felt the pinch of going all that time without coffee since the cafeteria was a

ten minute walk across campus and our ten minute morning break and half hour lunch break did not allow us time to do anything. What I knew at that time was that I would be teaching twenty-five contact hours per week for ten weeks with this same class. What I came to know was that they were a disparate group of learners who had varying degrees of proficiency in English. We were beginning on the fly and I was far too busy to think of anything past the present day.

International Students

One thing that was new to me at the time was that some students had been granted an F-1 visa. This visa is issued to people who have been permitted the right to study in the United States. Historically it had been meant for those studying in a degree program but now it had begun to be used by *proprietary* schools to attract students seeking to study English in the US. The rules were fairly strict: students had to be registered in a full-time program, attend the program and were not allowed to work. They had to submit papers that showed they or their sponsor had provided funds for the year so that they could live in the US and not work. The problem is, that though the rules might be strict, there has been virtually no enforcement; students are often willing to take their chances and test the system. The longer one tests the system and gets away with something the more likely s/he is to continue and to spread the word. Essentially it became an issue of concern only for those afraid of the potential consequences and that seemed to be the administration, which used the attendance as an idle threat. During this first term there were only two students admitted with this F-1 visa.

All had paid their tuition of $765 in cash or by credit card. This payment became a problem that took me a long time to identify, but when I did I wanted it recognized and a way to deal with it.[18]

As we have seen, from the beginnings of CUNY as a local school that has grown into a major urban system with a variety of components, as the system has grown, so has the complexity and the accompanying hierarchy and bureaucracy. Consequently, for those who toil in the nether world of academia, the problems of those who perform challenging work also remain subliminal.

[18] Refers to a problem in how students value money. See Teaching Problems.

Chapter Two

The Problems of Teaching in ESL70

The Beginning

True to form in the field of ESL teaching, I was hired at "the midnight hour." There were enough students to initiate the first class in this new institute and so we began in T4, a building away from T2, where I would move the following term and where all the resources and the ESL70 office were.

My class and I began, as mentioned, in what I call the "piano room," a room that contained a grand piano, a blackboard and combination chair/desks. One wall was floor to ceiling windows facing south with thin slatted blinds that were broken in places, so the room was often over-heated. Because the room belonged to the Music Department, it wasn't "my" room and I wasn't free to use the walls for hanging newsprint with student activities, with maps or anything else, so it was just a blank space we tried to make the most of, the kind of room that houses transient classes of an hour or so. I think it's important for students spending five hours in one room every day to have visual stimulants, color, a knowledge and physical comfort in that they "live" there. Unfortunately, though we had the piano there were no piano players or musicians, only fifteen students of varying English language abilities and one teacher facing her first full day class experience.

This first term of full day of teaching the same students left me truly enervated just trying to cope with the vagaries of teaching a wide variance in levels and needs and essentially it is a blur in my mind. The only thing I remember my first class agreeing on for the entire semester was in a discussion that evolved from a role-play; each and every

one agreed that capital punishment was merited and that even that might be too good for the perpetrators of whatever crime particularly disturbed them. When I asked them to consider that no other industrialized country had a death penalty and perhaps that signified another point of view, it was clear that I would remain in my own company. It was an emphatic learning experience for me.

This term made me aware that some students had complaints about my teaching. Rather than bringing them directly to me, which is what I would have expected from a student in an academic program, they took their demands over my head, directly to the Director. This was my first inkling that the true nature of the program was business and not academia.

The complaining students were all of Russian descent. I should have known—or at least remembered—from having taught in Russia,[19] but I didn't make the connection until much later. Bypassing the teacher and complaining directly to the Director was the Soviet-system methodology of dealing with classroom problems. In Russia when I was there, it had been a way of life, an amalgamation of bribery and corruption, which began early. In protocol carried over from the old Soviet system, the teacher was seen, not as a supporter of the students, but as an adversary, and there was no point in a student doing anything but going to the top to register his or her dissatisfaction. In my Russian experience, the teacher was the "ogre", who is on a different "team" they are not partners. Students were able to re-take tests twice if they failed, and failure was always seen, not as the student's fault, but as the teacher's. A failing grade meant a failing teacher. Money was seen as a source of power, and the means justified the ends; to compound the problem, the Director of ESL70 chose to respond as though the Institute

[19] I had taught in Russia in 1994.

were indeed a business and not a school. The Russians, in their minds and by Directorial-decree, were right.

The complaints were largely three: I was not teaching grammar from a grammar book, I was not doing any Russian-to-English translation and I was using "children's toys." That was all true. Instead of following a text, I was taking errors from their free writing and using these for grammar lessons and I was using Cuisenaire Rods[20] to develop and practice grammatical structures and I don't believe in translating. Pedagogically I believe that using student-generated errors rather than dictating a sequence of structures that I, or a text writer, have determined they should know, would respond more directly to their needs. I also believed that using the rods was an opportunity for them to solidify their learning by placing responsibility for their learning literally in their hands, involving the students both kinesthetically and visually. The next term I was able to look back and see that the transition for these students from a teacher-centered, rote approach to learner-centered teaching should have been a gradual one, not directly jumping into it as I had done.

That first term was also a learning experience for the ESL70 Director. Although he had had experience with Russian speakers from CLIP, CLIP was not in the business of education that categorizes ESL70 and so there were established rules. When confronted by angry Russians with their complaints about my class, he was trying to mediate himself out of the line of fire before it got to his boss: his boss would see it as a lack of being able to have control over the students and the inability to make the student—the paying

[20] Cuisenaire rods were originally used by Georges Cuisenaire in math classes and adapted by Dr. Caleb Gattegno to use in his approach to language training, "The Silent Way." The rods are either wood or plastic and come in ten different sizes and colors. They can be used in many different ways to practice structures, to use to speak and listen to one another while employing tactile and visual references.

customer—happy. It would not be good for him in the same way that it was not good for the teachers without seniority; doubt is cast on one's abilities, and there are always people who can replace you. This was indeed the politics and business of education; money determines all. If the students became disenchanted they would take their money elsewhere. In the early years, this was a viable threat carried out by a tiny number of students and a threat the administration wanted to avoid: increasing enrollment was the goal, not decreasing it.

The Second Term

Whatever I had done right or wrong, enrollment doubled for the second term and a second teacher, Ann R.,[21] was hired. As the "senior" teacher, I had the choice of teaching the higher or the lower class. I had chosen the higher of the two specifically because I was teaching entry-level immigrants in a night course and wanted a different language-level group during the day. At this point, with two classes, we just divided them into two groups based on their combined scores on the Michigan Test, a widely used, standardized assessment of grammatical structure and an essay.

The second day of classes I noticed Ann was in a closed-door session in the Director's office. What could precipitate a closed-door session after only two days? Why, student dissatisfaction of some sort as I had encountered the previous semester.

In fact, that was true. Ann was in the Director's office because a group of Russian students in the class were registering their complaints. This would not be promising in ESL70 if we teachers were to be subjected each semester to the lack of a grievance policy stating that students had to take their problems to the teacher. We both felt then that we were at the mercy of what money bought and no one had made that clear except certain

[21] The names have been changed or last names omitted.

Russian students by circumventing us and the Director's willingness to respond before any complaints reached his boss. Chain of command in American business and higher education is an entrenched concept. Violating it creates problems for everyone. The fear of the ramifications—being seen as a problem, no salary increases, no promotion—tends to keep Americans from challenging this unspoken, professional behavior. However, the Russian approach to conflict resolution didn't register on us at the time; we believed the Director needed to relax, because the concept of the business of education had not yet entered our consciousness.

One Step Forward, Two Steps Back

Moving Forward

In the third term, spring of 1998, a third teacher was added to respond to the growing enrollment. Though no one could definitively answer why, or how, we were growing and the enrollment of those fifty odd students after only two terms indicated something. We all—teachers, the Director and the part-time secretaries—began to ask questions of students and of those who inquired about the course. Despite the pitfalls, we were getting neighborhood Russian students both through word-of-mouth and local advertising. In addition, young Turkish men were beginning to enroll; the war in Turkey against the Kurds was claiming inductees into the army and the few Turks who lived in Sheepshead Bay were accommodating relatives back home by taking in their sons. There was still uncertainty about China's intentions toward Hong Kong (it had only just reverted to China from British control) and we began to attract those nervous about it and also some business people from the mainland who needed to improve their English ability in the march toward globalization. Those in Kingsborough who had decided to

drill for oil by creating this new IELI had unexpectedly hit a steady flow that made them look like successful prospectors. That was wonderful for the bottom line, but it increased pressure on the teaching staff. We were doing the grunt work—concentrating on teaching and learning and too busy to care, not consulted about the bottom line and well aware that we had no influence or input over it anyway.

The summer '98 term came and we added another teacher—there were enough new students to warrant a fourth class. We continued to grow by about one class, or one teacher, per semester until the summer of 2000. At that point we were a school of eight classes and a faculty of eight teachers and the increased summer enrollment caused us to add three new teachers. We've since been up to twelve and currently are at ten.

ESL70 also began to have a more varied client base—people from more countries who came for different reasons: some through word-of-mouth as satisfied students recommended us, some for the length of the term and the low price, which was both efficient and economical for them, and some because they were dissatisfied with other proprietary schools.

Teachers and students marking their territory and learning to live with one another characterized the beginning years. As the IELI grew, we teachers began to be trusted by the Director to develop our own teaching responses to the changing classes we had. As more teachers came on board, we developed a need to coordinate what we were doing. At first we did this informally. I began to have teachers list the books and materials they had used and put it together for each teacher to see what had been used already. For most of us as the program grew, this was a distinct benefit: we could build on one another's curriculum and not use the same resources verbatim. Occasionally it exposed us to

previously unknown resources. We also questioned a teacher where we thought something might be inappropriate for the level. Sometimes the teachers themselves offered that information.

Moving Backward

As we continued to grow, pedagogy became an increasing bone of contention: since the Director didn't feel that a teacher's approach had to be either exclusively teacher or learner-centered, we became a group of both. Some teachers wanted desperately to have a curriculum imposed on them and for all of us teachers to use a graduated grammar series. Others, like myself, wanted to be left free, as we had been, to design what fit the needs of the students any given semester. It began to be a very unpleasant time when we all had to meet to plan.

The Need for a Placement Assessment Rubric and the Tricks

The fluctuation in the number of classes has created confusion for some teachers because of their need to have things neatly boxed. If we were to have three classes at the same level rather than three classes, each class at a different level, they would be thrown into a tizzy: in their thinking, there can't be three equal levels, they must be finite degrees of a single level. For example, the classes could not be simply intermediate; they would have to be intermediate+, intermediate, and intermediate–. The more the staff and classes grew, the more apparent the need for better assessment became. We had been using a rubric for assessment that we had appropriated from CLIP and it was driving us crazy. CLIP had four levels and as we kept growing we needed to be defined on our own terms. We established a new working rubric[22] that still wasn't perfect, but we had to think about

[22] See the rubric in the appendix

a host of considerations, including maintaining existing faculty, the intricacies of obtaining classrooms and the number of students. Essentially when ESL70 began it was a last minute decision to go ahead and it meant sharing CLIP resources, such as classrooms in T2 where CLIP existed, as well as the CLIP resource room and computer lab. Classroom space is always at a premium, which is why I began the first class in the "piano room" in another building. So far in these five years the advantages of seniority have been minimal, but one has been to maintain a claim on a classroom. Teachers who would be less senior if we were to have recognized seniority often don't have continuing use of the same room. That's another ingredient of trying to allocate classes: if there isn't enough space we have to re-adjust for the number of classes we can actually fit. That is a sad reality when students are turned away and a teacher loses a job because someone hasn't provided allotment for extra classes.

Additionally, there were quite tricky waters to negotiate because of this need of a few of the teachers to have a nearly perfect class and highly defined levels. Teaching classes in which there is any measurable gap between student assessment levels challenges these teachers. In some places the proximity to perfection they seek might be possible, but it is not in this IELI. It leaves me with the question, "how does one have a perfectly aligned class?" I think this quest is most troublesome to those teachers who adhere to a curriculum based on what they think students should know when, rather than on student needs. Whatever it is, you can't get it here.

Determining Levels

Keeping in mind the many things that need to be taken into account when we determine levels, making the levels acceptable to the faculty is a mind-boggling

challenge. Some of the teachers have no concept of what is done to keep everyone working. And the administration seems to have no idea of what the lack of classrooms means in terms of being able to accept or turn away students, of having to switch classrooms because it's too small, or of having to vacate the classroom for a class period because an academic class was assigned to it for that time period. It becomes an extraordinary juggling act.

Although I have been teaching here the longest, we ESL70 teachers do not currently enjoy seniority under the terms of our union contract. If someone has to be laid-off everyone— including myself—hopes it isn't going to be him, and when a lay-off has happened, there seems to be no rational reason, obvious objective or criteria why the poor victim was chosen, especially when the lay-off has involved the teacher who wasn't the last hired. We teachers speculate, but since nothing is either written or spoken, that's all we can do: speculate. In the negotiations for the next union contract it is of paramount concern to address this issue. We are aware that since ESL70 is a business, the university administration is going to fight hard to maintain the status quo since having a teacher who can't easily be removed by administration goes against the grain of established practice.

The Director in ESL70 has really been empathetic and has provided cover for us in most matters of seniority—being sick or having to take off for personal reasons— and he has reclaimed any possible space to use for classes. The standard we live with is to have a minimum of fifteen students per class or there is no class. As that has played out, we could have one hundred eighty students and ten teachers and it doesn't mean that we add two teachers. It means we try to take many things into consideration: rooms, holding

onto faculty, levels, fewer students per class in the lowest level, and to meet the bottom line. No one cares if we have twenty-three in a class, only if we don't satisfy the requirement of an average of fifteen per class. As enrollment shifts, it is possible to have several classes at the same level. This often occurs at the Beginner + and Low Intermediate levels. Since the levels, and the number of students at each level, fluctuate from one term to the next, we are constantly adjusting to the changes *while trying to keep the faculty intact.* Although some of the teachers don't mind changing teaching levels, others do and so far we have remained the same, at least in the sense of moving from one of the big divisions, i.e., Beginner/Intermediate/Advanced. Since I teach the highest level, my class perhaps fluctuates the most, so I could be teaching anywhere from what we have named Intermediate to Advanced.[23] We do have a classification called Superior, but I don't believe I've seen more than two or three people at this level. Those three, as I remember, were really enrolled to satisfy the INS (Immigration and Naturalization Service), or because they needed to be reassured or to discover that their English was better than they thought it was.

Additionally, at the end of each term, we (two teachers together) exit-interview two students at a time who are not from our own classes, according to questions their teacher has written out. Based on this post-assessment, these interviewers decide the appropriate speaking level into which the student should be promoted.[24] After the Michigan tests, essays and interview sheets have been grouped; students are tentatively

[23] See the rubric in the appendix for classification.

[24] The interview form is included in appendix. This decision on speaking/comprehension ability seems to come as much from a knowledge of what the teacher in a given class emphasizes as much as a free form, non-normed understanding of what a given speaking level should be. It often determines in which level a student is placed.

assigned a level pending completion of the same process with new applicants. This process of combining the results of these diagnostics is done at the end of each term. During the breaks between terms two of the teachers will work a number of days to process and use the diagnostics to place new students. Then, the first two days of any new term teachers do diagnostics appropriate to their level, and meet to decide if any students are grossly misplaced and should be moved. Generally, this moving around is discussed in the entire group of teachers and then teacher-to-teacher within levels (beginner, intermediate, etc.). This past term we reached a milestone by breaking the need to more or less evenly balance the classes. This was negotiated after arguing that it would do more to closely approximate levels and to keep everyone on the faculty rather than forcing evenly balanced numbers. I think many of the teachers agree we have more work to do in this area but it has been an enervating struggle, sometimes bordering on rancor, just to achieve what we have. Much of this has come about through long unpaid hours by the teachers who have volunteered to participate in the name of running and teaching in a more professional institute.

Cultural Problem Areas for Teaching

As in all ESL programs where there is a single dominant language group, we in ESL70 have faced, and continue to face, enormous challenges in getting this dominant language group to remain in the target language of the classroom rather than revert to their native language and for the students to stop translating among and for each other. Due to the demographics of the surrounding neighborhood at Kingsborough, in ESL70 the dominant language group is Russian. What exacerbates the problem even more is that

ESL70 has no policy regarding English-only. In my original class in the first year of the IELI there were three Arabic speakers who always spoke English to one another as well as to everyone else. At the time, this tended to be divisive; Russian speakers stuck to their language and everyone else spoke English to one another. Several students commented on how it would have been much easier for them to break into smaller, native language groups, but they felt they got more out of the program, both in learning and socializing, by speaking English. It is currently still a source of conflict and because the large number of Russian students—and their desire to group themselves as separate from the rest of the non-Russian speaking class—smaller ethnic group cliques have begun as well. No amount of instructor-explaining that in American culture it is rude and disrespectful to be in a group of people and to speak a language not spoken by all has ever been persuasive enough to create a single, cliqueless learning community where English-only is spoken, particularly by those students whose motivation to learn English and move outside the native-language community is limited. Obviously it is less of a struggle and much more comfortable to speak in one's native language, but in our school we tend to have Russian dominant classes and this dominance inhibits the ability to build community in the classroom.

Many students live in neighborhoods and homes in which only their native language is spoken. As a result, the only time they have the opportunity to speak English is in the classroom. Though there are pros and cons about an English-only policy within the profession, I believe that the more a student immerses himself, the faster he will learn, and that learning to overcome the struggle to say or describe something in English will help the student progress more quickly than relying on translation. Given that the student

is asked to do this for five hours in an otherwise native-language setting is, from my point of view, a coming to terms with why he or she enrolled in an IELI in the first place: there are other choices. It almost strikes me as similar to teaching EFL. The majority of students who enter at, or progress to, the upper levels in ESL70 are hoping to become university students in the US. Philosophically, I choose to see students as having a life, and a life in which we will not live divided. To that end I think it important that they begin to learn to accept and join in with various cultures. I think it's important they are aware of themselves and their choices.

I fine the students fifty or seventy five cents when I catch them speaking their native language. For the most part it has worked, although a recent class refused to stop speaking either Russian or Hebrew, (the first language of the Israeli students, but the second language of many Russian immigrants) or to pay; if they spotted me they code switched.[25] My current class has a very different approach. They concede they're here to learn English, so they pay. They only want to know what I'm going to do with the money. (It will be spent on the class.)

Because there isn't any English-only policy in ESL70, English-only holds teacher and student-credibility only as "my" rule, and since we can't get agreement among the teachers, English-only *won't* be policy. In my view, we can't get teachers to agree because it takes a lot of effort to make an English-only work. I don't see it as politically non-viable because I think given agreement among the teachers it would be a policy in which students had to sign a pledge to honor and *there would be repercussions for violating it.* Such repercussions might be only that they wouldn't get a certificate or be

[25] The person(s) who has spotted me switches to English and the others follow suit. In other words, they are capable of having their conversation in English, but won't unless the teacher is present; regardless of those present who do not speak their language.

able to re-enroll. It is issues of non-resolution like this that cause perpetual problems in trying to actually set policy so that we can operate as a coherent, cohesive program rather than individual units. It's also a problem for teachers who are constantly contending with pedagogical problems like this and receiving neither support nor direction from an administration that considers every decision from a perspective of business or politics rather than pedagogy or education.

Conflicting Values

So, this venture was begun with no formal or even informal policies. Somehow we were operating on the unspoken theory that as a school, faculty and administration bring ways of behaving to school and assumed these rules would be the same for everyone. I'm sure that means that assumption was that the administration, faculty and students would *all* behave as indoctrinated middle class Americans. It's provided some very interesting takes on approaches to school. An Argentinean student saw no reason to come before he was ready, which could be an hour or two after class began. He also saw no reason why he shouldn't just get up and go wander around the halls and to other classes when the spirit moved him. To him class was like a constantly playing CD—you played whatever track you wanted to hear. A Bengali student came whenever her husband insisted on it. A Mexican student came whenever her work schedule permitted. Some students feel that having paid for the course entitles them to make their own rules and come and go as they please, or just not come. People in all cultures, who have achieved a certain level of fluency, believe their chores, appointments and jobs take precedence over coming to school on time or at all. How does one engage a class in learning if each student insists on imposing his/her culture, whether small 'c' or large 'C,'

and also sees school as a tertiary priority? This is a question that is never addressed in these terms. Each incident is isolated as though it had never occurred before, leaving teachers in an extremely stressful situation; knowing they've been through it again and again, constantly looking for support and always being denied.

ESL70 is not comprised of international students living in dormitories or student housing, but a variety of student profiles. We're in New York City with its ethnic pockets, the foundation is a public university with a proprietary language school built on that foundation, the teachers are the backbone and yet hourly workers who toil in a physical plant that is less than appealing, and demoralizing, and the ultimate raison d'etre is the bottom line. How does one reconcile the conflicts in a way that satisfies those whose careers will be furthered by successful business results with the needs and desires of a teaching staff that has to fight for a decent wage and benefits? The teaching staff works in sub-standard facilities attempting to facilitate learning in a student body which is comprised of a few genuinely motivated students, students who see ESL70 as a place to maintain status with the INS, students who feel their money entitles them, and an administration that would seem, by virtue of its lack of concern for everything we teachers endure as disinterested. Why are the difficulties of teaching in this environment ignored?

Attracting Potential Students with Words: Are they Misleading?

The brochure[26] that was published and used for that first term and the next ones, as well as the ESL70 site on the Continuing Education, KCC web site, proclaimed "small classes," using the words "comprehensive" and "intensive" and in its foreigner phrased

[26] The ESL70 brochure is included in the appendix.

English asked "...are you living here but not understanding or using English?" This was followed by "You need an intensive, fast track English course...perhaps you work for a foreign embassy or council and need to learn English very quickly." "Learn English in the shortest possible time." "COMPREHENSIVE DAY INSTITUTE: 250 Hours of Instruction!" At the time it also put emphasis on the skills to be gained in the "state of the art computer lab."

When pressured to entice a following and pressed for time in creating these advertisements and inducements, words and phrases do not take on monumental significance, but merely state their cause or tempt the applicant, without giving thought to each and every nuance. It was only through time and trial that I began to see the words and how they were being used against us. Students demanded e-mail accounts and instant access to the Internet, classes of ten to twelve students, and felt they should be speaking fluent English in ten weeks. There was constant tension. But everything that was done was ultimately going to run up against the business of education principle: students were paying and we needed a minimum of fifteen students to have a class, and once in the class the students needed to be contented. In the teacher's "lunchroom" it has become known as "Teaching for Dollar$," a cynical response to the responsibility without authority that we live with. How does one keep a student contented while s/he thinks s/he's been promised one thing and we deliver something else? On the other hand, how does one reach students who have their own ideas about what their money buys? We did get the brochure modified; at least enough to stop the demands for all the promises, and as new ethnic groups entered they had a different attitude about what money is for.

Who Runs the Asylum?

In conflicts that arise from lateness and attendance issues, students rarely concede there is an issue. It is an all-too-common retort from many students that they purchased a product and not an opportunity; therefore they can come or not. Their money entitles them to make the choice. It is often incomprehensible to them that their money represents their choice to participate, not to rule. This perception of education as a paid-for result rather than an opportunity to be grasped is experienced is predominantly, although not exclusively, held by ex-Soviet students. Because ex-Soviets are the dominant language and cultural group within individual classes and ESL70 as a whole, however, the impact of this perception towards education is great.

In learner-centered classes, students still see group or pair work as a place in which a group member can cover for them. It's an interesting phenomenon: students from the former Soviet Union are used to viewing the classroom as "them against the teacher": the Soviet system fostered the perception, and having grown up in such a system, of course the students bring that with them. Students from cultures where the teacher is to be respected as a figure of authority, may be horrified but they aren't ready to apportion blame, and surely not publicly. It eludes some students that lateness is an interruption, that absences affect groups or pairs working on continuing projects or just continuity itself. For me, this is one of the "expected behavior" problems: American educators and administrators expect when school starts at 9:00 A.M., students will be in their seats, ready or not. Americans expect that schools (or businesses) have hours and requirements: these will be met and standard repercussions such as dismissal for late employees will follow for those who don't meet them. This is not an international behavioral norm, at

least not for students of the current generation; the issue has become a festering sore for teachers. Education is a business: what matters most is that the numbers people and administrators are happy and they won't be happy if their client base dwindles. Results: Bottom line 1: Pedagogy 0.

IELIs: Business, Education or Both?

I have a few thoughts here. For the most part, teachers have been trained to help people grow, to help them learn, and to think about the ways in which they do so. Whatever that might mean to an individual teacher, teachers per se believe they're trying to educate people, which in the etymology of the word, literally means to lead out. Out of darkness, out of not knowing, or again etymologically, from the original Latin, *educere*, and meaning, "to assist at the birth of a child."[27] If we, as ESL teachers, are leading people out of the (by inference) darkness of not knowing our language—inseparable from culture—then that part of the culture taken for granted by the administration—behavior and its relationship to money—as in business, should encourage an attempt to comprehend what a sea change it is for teachers to attempt to do what they have been trained for while they are enmeshed in a straight jacket. Teachers are in the classroom to help people learn and this ability is structurally compromised. On the surface it's a teaching problem; underneath it's much larger. We must learn how to maintain the focus and initiative of our intent on a *customer* base while relying on student self-motivation in order to have *students* learn and be content. If a student—customer—is not motivated then he is discontent and this is highly problematic.

[27] Webster's II, New Riverside University Dictionary, 1994. s.v. *educere*

It then remains that the students are, by default, in charge, and those students who have figured this out are not afraid to assert their power. Teaching English in the leading capitalist country in the world is not like teaching French (in France) or German (in Germany). In fact, it's the teachers in the US teaching English to non-native speakers who encounter the political fallout that changes the nature of their job. Teaching English to foreigners and immigrants has become a business as well as politically expedient. Respecting multi-culturalism means allowing people to live in divided communities maintaining what they left behind. Witness the number of proprietary schools in any of the English speaking countries, as well as the IELIs attached to major (and lesser) universities.

Despite the tremendous odds the teachers face—caught as we are in the grip of a money-producing machine and yet trying to facilitate learning in classrooms—we value our students and work with them as students, not clients. So what have we English teachers been taught and what are we to teach? What have we learned? We in ESL70 have indirectly been told: "You're now in the business of education." I don't believe that any of us understood that as reality. Lacking a PhD, we are condemned to non-academic programs that are in business to teach English. Why are we teaching English as a Second Language? Why aren't French teachers teaching FSL? Why aren't we all learning Chinese?

A Teacher's Dilemma – Educator or Businessperson?

We have traditionally been taught to educate, to respect different cultures and to respect the rights of students. I, and my colleagues too, it seems have come to this job unprepared as educators to serve clients, but that is *partially* the current state in teaching

English to non-native speakers in ESL70. At best it's a schizophrenic existence and at worst it's open conflict. Teaching English as a Second Language is no longer a profession: it is now a business. Rather than feel like I'm teaching an integrated, incremental curriculum, I find that I must look at my situation as though I'm teaching in a drop-in center; students come whenever they can and I accommodate their language demands as the need arises. That is the sea change with which ESL teachers in non-academic programs are faced. We cannot go after the ritual rewards of teaching, of watching students progress and mature as learners. Instead, we have to accept being just another worker caught in the wheels of commerce.

In effect we are being asked to be what community college teachers were originally intended to be: the teachers who spend the extra time, who go the extra mile with under-prepared students, who spend time with those who need direct intervention. However, community colleges have filled themselves with research oriented-teachers instead of teaching-teachers.

The Union – A Rising Non-Management Voice

In the case of CUNY's community colleges' turn towards being research-oriented, old-line unionists led the Professional Staff Congress (PSC), the union that represents faculty and staff throughout CUNY, and whatever the university management wanted, it pretty much got. That cozy relationship between the union leadership and CUNY management resulted in a huge loss of full-time faculty over the past twenty years and the hiring of a predominantly part-time faculty. Faculty lines were cut and retirements were filled with part-timers. Adjuncts were hired, and paid on an hourly basis, to teach. But in the way adjuncts were treated structurally, it would have been

impossible to have them teach in the new institutes and immersion programs. Adjuncts are considered academic staff and not allowed to teach more than fifteen credit hours per term and are paid through a different university line.

CLIP and ESL70 have been recognized as somewhat distinct under the terms of the most recently overdue and ratified contract. We are not regular CETs and we are not adjuncts. Acknowledgement of this is a positive step. In May, 2002, the contract that had expired in July 2000 was settled, ratified and recognized these two components of Continuing Education as different by virtue of the hours taught: "...Continuing Education Teachers who are appointed to a position that will continue for a period of more than six (6) months and requires them to teach a minimum of twenty (20) hours per week will be entitled to the following...."[28] As previously stated, most courses under Continuing Education are under six hours per week and only CLIP courses on the eight campuses and ESL70 on the KCC campus meet the requirements of the new CET provision. However minor in scope, it was a major victory: to be recognized as a distinct unit within the umbrella under which the administration has placed us. Prior to, and during the negotiations, because we were different than other instructors in hours, salaries and status, no one in the union could identify us as a bargaining unit—were we adjuncts, part-timers, or something else? We are none of these in either reality or practicality. We, ESL70 (and CLIP) are full-time teachers who are considered part-time for purposes of assigning wages and benefits. We provide enormous amounts of direct-contact instruction given nowhere else in the university system, or for that matter, in any language school. This provision at least establishes us as existing. From acknowledging

[28] Memorandum of Economic Agreement for a Successor Agreement between The City University of New York and The Professional Staff Congress/CUNY, sent to members April 2002

the existence of ESL70 one can hope to move forward. By moving forward, I mean to make gains as a separate bargaining unit with recognition as full time employees and resulting eventually through successive contracts in gaining equity within the given structure as such

A number of students have come to us through word of mouth, after going to various proprietary schools in the city or from discovering the IELI on the Internet. Enrollment grows each term and the overwhelming number of students seems to be content with the quality of the school. In casual conversations with students both in my own classes and in other classes I have been told that they value the quality of teaching, the quality of the work they're asked to do and the sense of community they feel. Numerous former students tell me they were prepared not only in English but their success in college is directly attributable to the learning and support in ESL70. These are positive commentaries on the educational aspect of ESL70. Because of this, we are able to maintain a profitable business. These are things that can be advertised. It is business aspects like this that are either ignored by the administration or the administration is unaware of. We are competing in the world of schools that offer ESL to non-native speakers. What are the benefits of coming to the IELI that are not attainable in comparable schools in the area?

We know we are up against the forces of the bottom line. While ESL70 makes gains within the union/university structure, we also establish ourselves as a program that is attractive to students who want to enter the university and need to further their skills in English. We abound in contradictions, which seem to relate to the schizophrenic nature of having no definitive policy as to what part is school and what part is business.

Issues of Pay, Benefits and Other Compensation

Do We Get Paid this week? This month? How much?

It seems impossible to make anyone other than the Director aware that never knowing when we ESL70 teachers will get paid and how much our paycheck will be is a horrible way to have to live. We are really contracted for a term at a time and paid an hourly rate. The beginning rate, prior to the newly ratified contract has been set at 40 dollars per hour. The math here is simple: $40 x 25 hours per week x the number of weeks, 11, 10 or 6 = $11,000, $10,000 or $6000 per term. Now comes the tricky part. Since the university pays every other week and your first two weeks are not paid for two weeks and in Continuing Education you are paid by the gross amount divided by number of pay periods, you might be paid 6 times or 7 times or 5 times or 3 times in a term. When do you know? When you get your first paycheck. If you can't follow, try to manage your life this way. This past year the Director found a way around this unseemly and unlivable mess. He has changed the dates of our workweeks in order for us to get paid every two weeks, however sometime this August or September it won't work and we will have a long gap again. We teachers think it's unconscionable to work a steady job and be treated this way, but it's the current reality.

None of us has been given the same information regarding pension plans and so we seem to have a variety because we were originally told we had no choice out of the myriad of plans. This has helped to make bad choices[29] and for most of us we really don't

[29] Each of us was led to believe we qualified for only one plan, and that one was different for a number of us. In fact, there were, or are, four plans and some are better suited for our tenuous position than others.

understand the provisions of any of the plans. Without a lawyer or financial planner to advise us, we just accept what we were told when we began employment. It goes without saying that any changes now are costly one way or another. One can go to Human Resources, but that's where it all began.

Starting September 1, 2002 we WILL have sick days. Under the terms of the new, almost ready to expire contract, we will begin to have fourteen sick days per year and to accumulate a maximum of twenty-eight. This is a big deal to teachers. Many of us have come to work when we should have been at home and any personal or family problems have been given short shrift. Since we have no provision for substitutes, it will be interesting, but that's the Director's problem.

Areas of Concern to Teachers

We are hourly drones so all of the time off we have, though needed and desired, is time off without pay. We have been precluded from collecting unemployment insurance as actors and others are able to do in their downtimes. Some teachers try to pick up odd jobs, but my question is why should we have to? Of course we have no provisions for professional development and we are working when all the professional conferences and workshops are held. The number of hours we put in, paid and unpaid often leaves us too exhausted to think about it anyway.

Since we work a teaching load that would be considered full-time anyplace else, and all preparation, office hours, and various volunteer projects to give form and structure to the institute are done after 2 P.M. and on weekends, there is no time for professional development. Understandably there are teachers, who are not concerned about continuing to stay current with developments in our field, but most of us are and

the opportunities to do so just do not exist. We did try to present writing practices among ourselves once a month after work but the complaints about time brought that to an end. Last year (2001) Kingsborough had a three or four-day workshop about "Writing Across the Curriculum" which was an attempt to have English teachers and subject area teachers bridge the writing gap. Of course it was held while we worked, which is the norm. Considering that we send a good number of students to the university every year it would seem to be to their advantage to have done something to acknowledge our impact and therefore to include us.

This lack of recognition, combined with our lack of seniority, short single-term contracts, lack of pay for preparation and office hours, and the refusal to allow us to collect unemployment for the many weeks of down time, has a serious impact on the morale of everyone. Working in old, battered, inadequate facilities battling against the difficulties of working in the "Teaching for Dollar$" setting adds an enormous amount of stress to the job we perform.

Our best hope for change here is to become active in the union and gain the power of voice within it. We must fight against the university's budgeters and negotiators and obtain seniority, yearly contracts, regularly scheduled pay periods and better information on what our rights and choices are. The lack of these things put added stress on an already stressful job. Why did we all get (and have to have) graduate degrees to be treated like this? It is always problematic to get hourly professionals to join in a solidarity movement. I personally chased down the old union leadership in order to become a union member. They simply weren't interested in finding and recruiting me. From that experience I urged new teachers to join the union, and to date I have been fairly

successful. Of the eight current teachers, only one remains non-union. There are always going to be people who want others to fight their battles for them, and no amount of cajoling will move them. That is a big problem for ESL70: that all will gain, but only some are willing to fight. On the other hand, since we are patterned after CLIP, which is a university wide program, the activists among the Clip faculty are indeed helping us in ESL70. Since we will move right into negotiations again in the fall of 2002 after having gained a pay increase and sick days in this new contract, I'm hopeful that more ESL70 teachers will engage in a more active union role. On a personal note, I intend to participate as much as time permits in union activities and to contribute toward the negotiations so that we remain in the union's eye and eventually can obtain not only what I feel teachers must have such as decent wages and benefits, but improved facilities for students too.

Who Are We?

Recently I suggested we change our name from ESL70 to something, anything else, in order to distinguish the institute and to pull it out from Continuing Education. The ESL courses in Continuing Education are called ESL00, ESL10, ESL20, ESL70. All of the other Continuing Education ESL courses are night or Saturday courses and they are neither rigorous nor challenging much less intensive. They are classes that meet three hours per night twice a week. There are many, many sections and many of the teachers are not ESL teachers. We occasionally have students who will take both ESL10 and ESL70 and are annoyed at ESL70 for the intensity and the rigor.

The web site for the IELI, which has been in the past an effective recruitment tool, is currently buried under layers and lumped with ESL courses so that a non-native

speaker would have great difficulty identifying it as an Intensive Language Institute. The other teachers and the Director agree, but the Director has warned us that it will entail taking it down the usual twisted road of bureaucratic academia, which might take, no one knows, how long.

The Classroom

Imagine yourself in a classroom with Russian speakers (this of course includes former Soviets), a mainland Chinese, Hong Kong or Taiwanese, perhaps a Korean, a Japanese, Turks, a Colombian, Peruvian, Brazilian or Argentinean, Israelis, an Arab, a Greek, a Senegalese. You are a professional teacher who has worked with and learned to be sensitive to the multitude of cultures. If you are dedicated, perhaps you read European, Middle Eastern or Asian news reports. You have some idea of the history and the nationalist tendencies of each of these cultures and you are aware of your own. Despite the best intentions of some teacher training programs, many teachers come to the classroom not well prepared to identify their own cultural prejudices and throwing that into a mix like the one above doesn't work. We have teachers who will not under any circumstances discuss anything that might be controversial. "Culture" to them means teaching American propaganda about holidays and "democracy."

With the same mix, a teacher whose class is teacher-centered can be expected to perform to expectations: the teacher is right, dispenses her/his knowledge to a waiting audience. It is when the class is learning-centered and encourages reflection, self-responsibility for learning, the ability to think and offer one's own opinion and have it validated that this complex grouping can be problematic and test all of the teacher's skills.

So we are a disparate group of teachers, students, differing philosophies, facing any number of constantly evolving intricacies and at least three layers of an administration that is not seen as sympathetic to anything that reduces or might have any chance of reducing the pile of dollars that has become their holy grail. Our Director is often caught between the proverbial rock and hard place. He reports to the Dean of Continuing Education. The Dean would like to feather his cap before he retires and is not an easy man for whom to work. He demands much and cedes little. Essentially, until there is a relatively serious problem, ESL70 runs itself with little direction or interference from the Director. This is because we teachers work much out among ourselves; understand the direction we need to take and always try to work with the students to help them achieve their goals. To that extent, we have adapted to the vagaries of this "business of education" and exercise a collective power even though we often disagree on issues. As long as our "power" stays within the confines of the substandard building in which we teach and learn we're in charge. Any decisions that call for change that must be approved, conflict, or bureaucratic maneuvering are the Director's to take care of, however he sees fit.

There seem to me to be many ways of teaching and learning. There are many ways to run a business. The problem we encounter over and over is: how effective is teaching and learning as a business?

Chapter Three

Conclusions

Coming to understand that I work in the business of education was a long slow process. The proprietary schools that teach English in New York are in fact businesses, but they operate in commercial buildings in various parts of the city rather than on a college campus, and they impose a business atmosphere, both in how one teaches and what one teaches. Teaching on a college campus on the ocean in New York City, despite being in its most neglected building, does not lead one to think of one's self as a business person.

In order to begin to address the various problems posed, I believe that first and foremost, all the teachers in ESL70 must consciously recognize the IELI for the business that it is. Once we all admit to this and begin to comprehend that certain things must be looked at from a business perspective rather than a pedagogical perspective, we can end the frustration that characterizes not getting the sought after responses to on-going issues such as attendance and lateness that we would obtain in a more academic environment.

We should acknowledge we have to live with things that run counter to education as school, and some political policies of the university system, so if these can be changed at all, they will not come soon. I think we ***must*** do this in order to spend time productively on things we can change.

I do believe we can effect an institute name change for ESL70. Most of us believe that a name change for ESL70 will have a positive effect on everyone concerned. Changing the name is not decorative: it is something that will begin to liberate us from the malaise of being misunderstood. A name change will allow us to stand out, if not

stand alone, on the KCC website and to be searchable under other listings. This will support ESL70 in two ways: international students will be able to find us more easily, and it will make the Institute appear more professional. Both of these will increase enrollment. The ESL70 faculty at KCC sees ESL70 as a language institute and proceeds under that guise. The administration sees ESL70 as a way to make money and the particulars, such as making it distinctive, elude them. We have been moving toward being listed by CUNY as a recommended school for international students interested in CUNY in order to build the skills needed for college. The growing availability of the Internet and the web as a search tool for Asians and South Americans demands that we become more accessible. If ESL70 wants to be a business, ESL70 should act like a business, and if it is going to act like a business, it should act like a competent business. To stint on these common business tactics, not using the resources that lie in its provenance is misguided at best. Seizing the opportunity to direct these educators-as-entrepreneurs in the most cost-effective way surely ought to get them to act. It might also re-direct the energy of our faculty, knowing that we've led the way out of short-term profit and toward long-term gain for all concerned.

A change of venue for us would be ideal. No one wants to look out on campus detritus confined within chain link fencing, along with construction material—as if it were of value to the impotent—nor the huge dumpsters to which the grinding garbage trucks gravitate and assault the senses during class hours. It's the emotional equivalent of living next to a toxic dump. The academics and other fancies look out boldly over the ocean and the sky with all the beauty and mystery they hold. Why shouldn't people who've come here for a better education, a better life, be encouraged by looking at the

same wonders? Why shouldn't the teachers who attempt to encourage these potential "new Americans" have this view?

This fall, the Leon Goldstein High School for the Sciences, which now fills a building on the KCC campus, will relocate into the first new school built in Brooklyn in thirty years. The new high school sits beside the north entrance to the campus, a spanking new, state-of-the-art science high school for the borough's public high school elite. There are those of us in ESL70 who would give nothing more than to move into the building they will vacate. Though I have repeatedly prodded the ESL70 Director to prod his boss to claim this building or one of its satellites for ESL70, the building is now the object of a fierce power play and Continuing Education's influence is minimal at best. However, I recently learned that one of the buildings used by the high school is fairly unknown on the other side of campus. I passed this information on to the Director and knowing how hard he tries to maneuver within his own domain, he'll attempt to obtain space for us. Were he able to stake a claim it would give us space, light, a view of the bay and the sky and perhaps the discarded furniture. If it were our own building in which we no longer had to beg and maneuver for class space, a room for the students to eat, one for the teachers to put their food, wash dishes, eat and make coffee, it would be heaven by the sea. How much we ask for! I think those physical surroundings alone would be an extraordinary palliative to the student body and faculty of ESL70. We, the teachers, are essentially the people responsible for the progress we have made so far in the IELI. A few of us have recruited colleagues to join the union. The union now has more of a voice than it's had in thirty years. We've pushed teachers to understand how important union solidarity is to our future and ultimately to those we teach. One reason for this is

continuity. If teachers feel that they're being paid, treated, and respected for the work they do and the accomplishments they've attained, they're going to stay. A changing work force signals something wrong. We've been represented to the students as a highly qualified faculty. Currently I believe this to be true. But if we continue to allow the administration to treat us as expendable despite our qualifications, we will become expendable. Without solidarity among ourselves and staying in unison with CLIP, we will not have a strong enough voice and ultimately, we will be more marginalized than we are now. For many teachers this is a difficult transition: professionals as union members. In this world, in our situation there can be no other way.

Other ways we have affected progress have been to create evaluation and placement tools, to acclimate students to using computers and the Internet, and to accommodate the changing needs of students by providing some semblance of counseling. We can go further. If we were to get new space we might be able to make it physically possible to promulgate and monitor an English-only policy within ESL70. Though TESOL may be split on this issue, and our faculty is one person away from unanimity, the largest complaint I hear from the faculty is how speaking native languages creates problems for class cohesiveness and classroom management. We have, throughout the school, students who have come to KCC from proprietary schools where the enrollment was often dominated by a single language group. Where this translated into group formation based on mother tongue, this created divisiveness, as well as lack of learning by excluding other language speakers from the social and learning community. The physical obstacles for separating levels we have now, for lack of space, would perhaps be diminished by moving. As an example, we might be able to separate the upper

levels, where all the teachers are in agreement that we would like to have students sign an intention to speak English only, from the lower levels whose teachers are divided or silent on the issue.

Some hope for the teaching staff lies in the demands we are able to insert into the contract that will go into negotiations in the fall of 2002. None of the things I've mentioned are within the purview of the union, but issues such as obtaining seniority, routinizing the way we're paid, going forward with demands to have us placed within a titled, stepped category are. Obtaining seniority is paramount. To have the peace of mind that we can teach, that we can impose some rules, some expectations, in our classes, and not to have to carry the stress of wondering what will get us dropped. We should have the security of the "first-hired, last-fired" other workers have. We don't have to be incorporated into the academic faculty, but we could shoot for tenure and steps *within the IELI*. Doing this would go some way toward narrowing the gap between the words and deeds of "this nation of immigrants." Being in a titled category that gave us a living wage and the right to have paid vacations or summers off would make teachers want to teach in the IELI rather than the current situation where faculty teach in ESL70 while hoping something permanent will open up in another department or institution. Energizing teachers to make us a stronger presence in the union is of paramount concern. In all areas, but particularly in part-time, paid-per-hour jobs, it is an uphill battle to get people to participate in anything beyond their paid hours. ESL70 performs a valuable service for the university; feeding them students who enter the parent college system prepared to do college-level work. I don't think any of us in ESL70 resents our job: in fact, we love our job. What we do resent is the hired-hand treatment that capitalizes on what teachers have

always been victims of—that we have a genetic predisposition to help and serve and money is of little consequence. That's part of a mythology that needs to be put to rest. We have jobs like everyone else, *especially* since we work in such a capitalistic enterprise.

Could the administration open the north entrance to pedestrians, bicyclists and motor scooters/cycles, making the campus, especially the north end, more accessible to non-drivers? Why not? There is a guard there now; the new high school faces the guardhouse and I expect a sidewalk will be laid, perhaps for decoration. There's nothing political or business motivated in keeping this entrance highly selective: it's nothing more than that's the way we've always done it, an ensconced and sedentary bureaucratic security edict. It would make a lot of ESL70 students and teachers content to come in that way and be near the water. Quite recently, I chanced to speak with the Director of Security and I was told that September 1st the north entrance would be rebuilt with sidewalks and that people would be able to enter this way. This will eradicate a major irritant. He told me that he had argued for years about the policy and finally it will be changed.

For the students, I believe those of the teachers who work on expanding the repertoire of students' learning strategies, recognizing the difficulties students have in reading and writing early on can organize mini-workshops to share methods that work. The lower the level we begin to work on these problem areas, the more we can help students to learn throughout their participation in the program. I think some of us have complained too much and done too little about helping students whose cultures either don't place importance on, or have very different styles of, writing and reading. Perhaps

sending two teachers per year to national TESOL conferences and having them share their findings would be a way to invigorate the staff and renew interest in professional development. What are our counterparts in other IELIs faced with and how can we be of use to one another? Clearly, until we're beyond the hourly pay rate it will be difficult to engage all the teachers in anything that goes beyond class hours.

In the area of obtaining student counseling that offers more immediate intervention and a more immediate proximity, I will be interested to see what changes can be effected. Beginning in the fall of 2002, ESL70 will be holding monthly workshops in which ESL70 teachers and CLIP teachers will work with Dr. Colarossi from the KCC Psychology staff. An introductory workshop was conducted this spring after several ESL70 teachers decried the lack of counseling for students and our own knowledge of how to recognize particular learning disabilities. We asked the ESL70 Director who, with permission of the Dean of Continuing Education, made the arrangements with Dr. Colarossi. The workshop was immediately recognized by ESL70 teachers, the Director, and Dr. Colarossi as invaluable in helping teachers to understand the symptoms of learning disabilities. Dr. Colarossi has worked with ESL students and is very much aware of the limitations of our knowledge of counseling techniques and how interested we are in learning them and learning to recognize signs of learning disabilities in our students. Hopefully we will gain support in the future to either access Dr. Colarossi directly or eventually to warrant a counselor assigned to ESL70.

I have hope for the future. Without it where would I be? I'm buoyed by the things I've contributed to making this a place of learning for all, such as my union involvement, sharing things that have worked in my classroom with colleagues and by sharing with

them how journals can be an effective tool for both teachers and students. I feel the same when students have let me know that I contributed to making their lives better. They've told me how they changed from being afraid to speak English for fear of making mistakes to being comfortable with their abilities. They've told me they were afraid to read, to write, never dreamed of being able to go to college in the US, of being grateful for being prepared for college because of the work they'd done in our class.

These are the things I've been able to contribute as a teacher, colleague, and worker. In this clearly conflicted school-as-a-business environment, I believe I've accomplished educational aims which help to build the reputation of the school academically which in turn enhances its position as a profitable business. I'm sometimes deflated by the realities of dealing with the results of political and bureaucratic decisions, but usually after some reflection I come back fighting, believing that the world is changed in increments by some, in bold steps by others.

Appendix 1

New CONTINUING EDUCATION - STUDENT DATA FORM Re-registration

Last Name: _____ First Name: _____

Telephone Number: _____ Date of Birth: _____

Social Security Number: _____

Address: _____
number street apt. #

_____
city state zip

Country of Birth: _____ Visa Status: _____

ESL INSTITUTE
2001 Oriental Blvd. T2-231
Brooklyn, New York 11235
Tel. (718)368-4870
Fax: (718)368-4875
e-mail: FMilano@campus.kbcc.cuny.edu

CONTINUING EDUCATION
KINGSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

ESL INSTITUTE
2001 ORIENTAL BLVD. T2-231
BROOKLYN, NEW YORK 11235
TEL. (718)368-4870

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FOR ENGLISH AS A SECOND LANGUAGE

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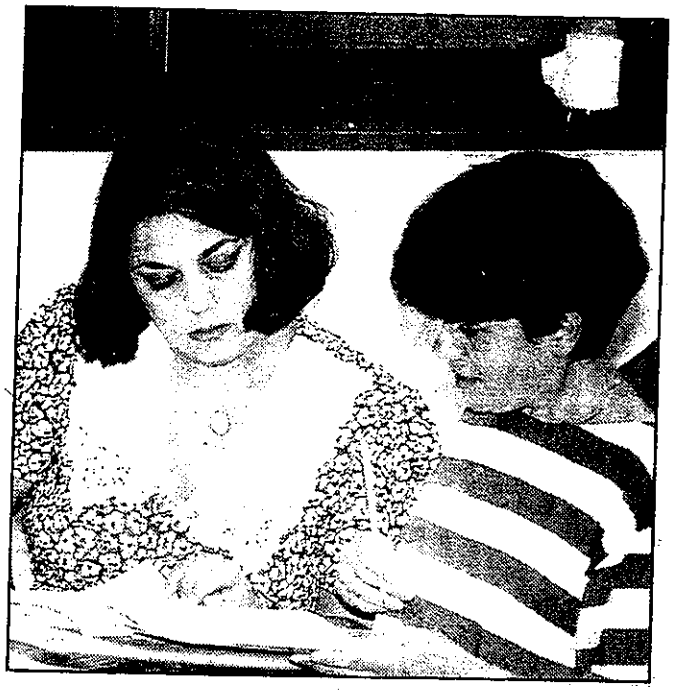

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Mon. through Fri., 9 am - 2 pm

- Learn English in the shortest possible time: 10 weeks for 25 HOURS EACH WEEK.

- SMALL CLASSES; small group instruction.
- Experienced professional instructors.

- PLUS: Computer instruction for Word Processing and to learn keyboard skills.

- MORE: Lessons in American civics, history for culture and citizenship.
- TRIPS and EVENTS

First Class: Thur., Jan. 22
(January 22 - April 3)

FOR MORE INFORMATION CALL: (718) 368-4870

SPECIAL PLACEMENT

TAKE a short assessment to decide if you are a beginner, intermediate or advanced learner. Come to Room T-231, Mon. - Fri. in the T-2 Building January 5 - January 21 10 am - 3 pm

TO REGISTER FOR THE DAYTIME COMPREHENSIVE COURSE:

Come in person: Daytime - Monday through Friday
January 5 - January 21
10 am - 3 pm, Room T-231 to register and speak with the director or with a coordinator

OR

Reserve your space in the class by phone or FAX and then come to Room T-231 in person.

OR

Phone with Credit Card (MasterCard or Visa):
(718) 368-5184, 9:30 am - 4:30 pm,
From January 5 through January 21
Monday to Friday

OR

FAX with Credit Card (MasterCard or Visa):
(718) 368-4528
24 hours/day; 7 day/week (Use form on back inside cover)

Registration Instruction → Calendar for Fall 1999 →

English Language Institute

Take a short assessment to decide if you are a beginner, intermediate or advanced learner. Come to Room T-231, Mon-Fri. in the T-2 Building from 10am-3pm, Tues., September 7 - Fri, Sept 24.

ESL 70	Comprehensive English as a Second Language Course	Mon - Fri 9am-2pm First Class: Mon, Sept 27 Sept 27 - Dec 17	$825
ESL 10	English as a Second language	Mon & Wed or Tue & Thur 6:45-9:45pm	$80 + $15 Registration Fee
VTP 90	TOEFL Prep	Tue & Thur 7-9:30 pm First Class: Thur. Sept 23 Sept 23 - Nov 16	$80
RWV 54	Accent Correction	Tue 7-9pm First Class: Tue, Sept 21 Sept 21 - Nov 9	$50
RWV 55	English Conversation	Wed 7-9pm First Class: Wed, Sept 22 Sept 22 - Nov 10	$50

Oral Interviews ***ESL70***

Student's name_____ **Current Teacher**_____

Does student intend to continue_____

Please place the student in the following level according to their interview.

Low beginner/beginner high beginner low intermediate

Intermediate high intermediate advanced superior

If you wish to recommend a specific, please indicate:_____

Oral Interviews ***ESL70***

Student's name_____ **Current Teacher**_____

Does student intend to continue_____

Please place the student in the following level according to their interview.

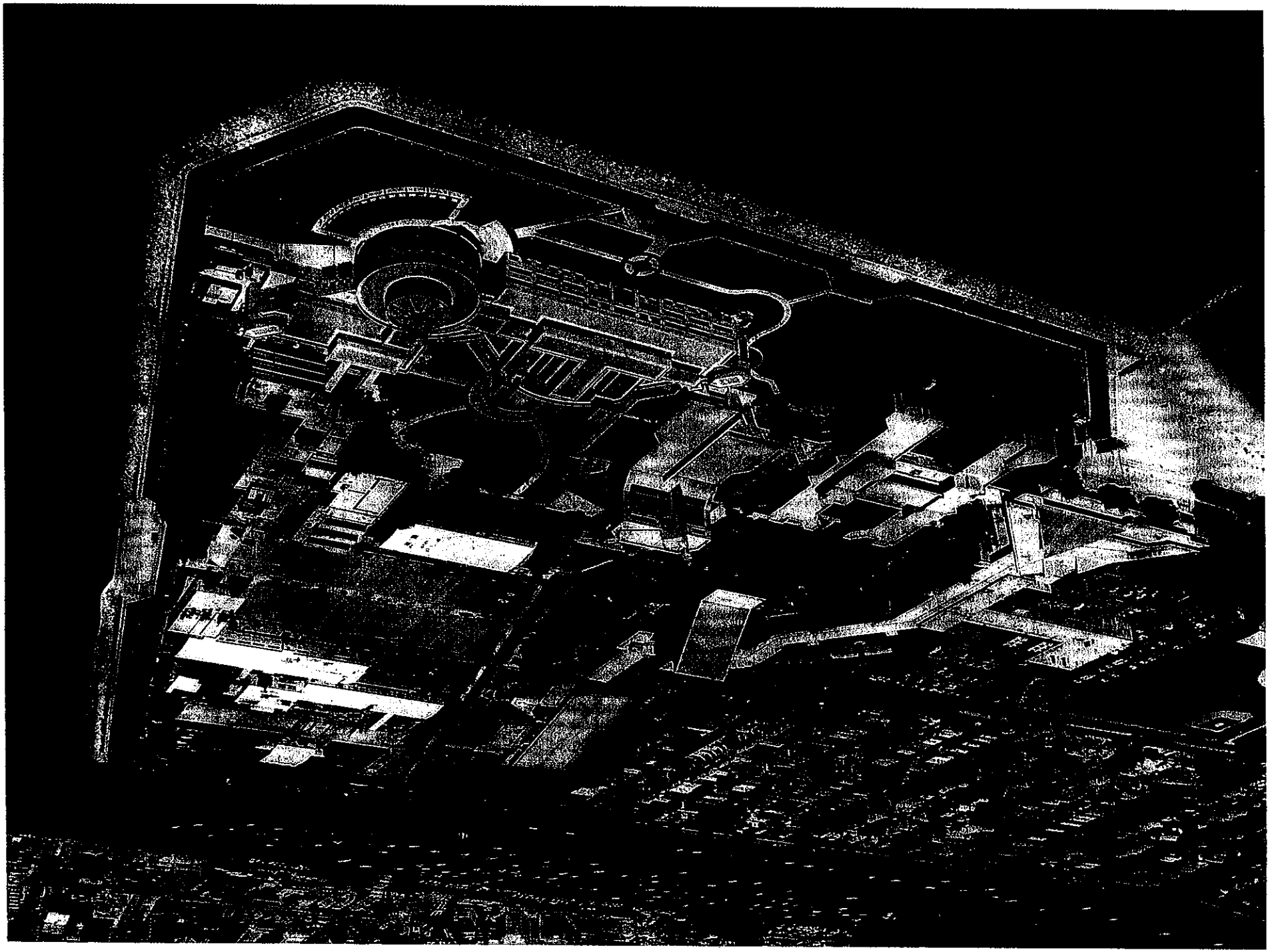
Low beginner/beginner high beginner low intermediate

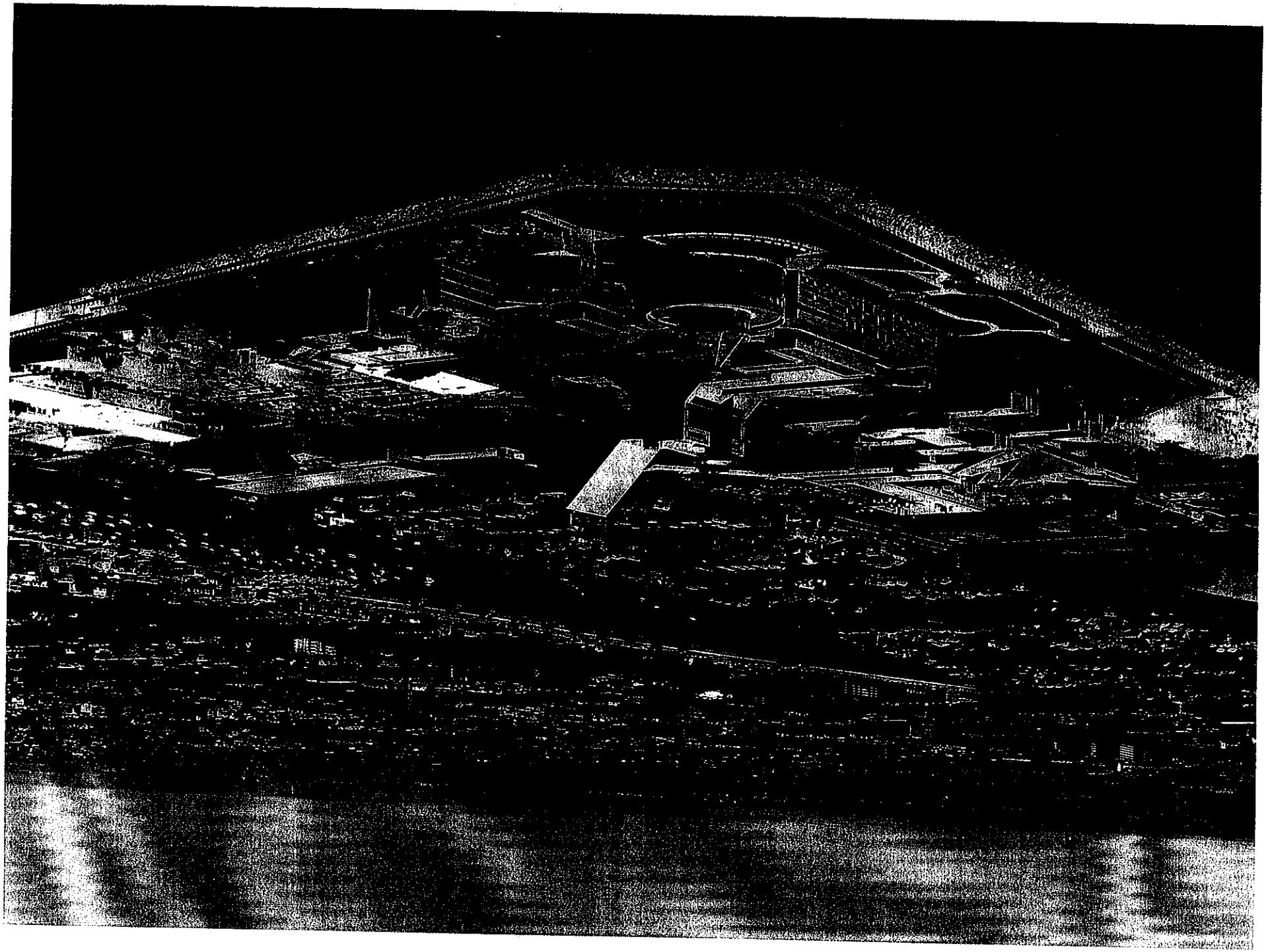
Intermediate high intermediate advanced superior

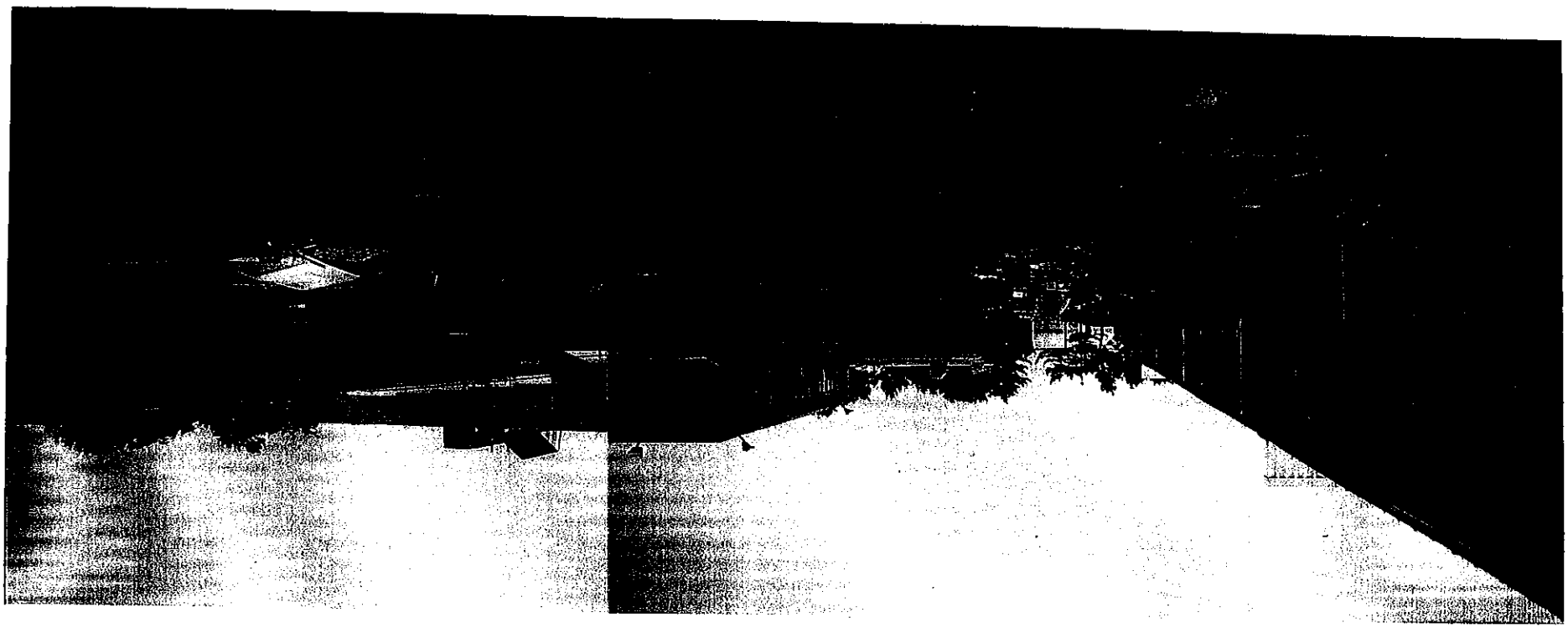
If you wish to recommend a specific, please indicate:_____

Criteria	Low Beginning	Beginner	Low Intermediate	Intermediate	High Intermediate	Advanced	Superior
	Demonstrates an inability to write comprehensibly in English	Demonstrates a limited and inconsistent ability to write comprehensibly in English	Demonstates an ability to communicate, but lacks control of organization and/or language	Demonstrates some control of organization, but lacks development or adequate control of the language	Demonstrates some control of organization, development and language	Demonstrates control of organization, development and language, but not at a native speaker's level	Control, organization, development and language at native level
Content, Audience, Purpose	Paper may be blank or illegible OR Attempt to write on topic	Paper may be extremely short Begins to write on topic	Sense of purpose; on topic but some irrelevance	Content appropriate, but lacking in overall purpose	Responds to the topic with clarity Answers questions more directly May not achieve the goal of the assignment	Responds to the topic with clarity AND audience awareness Some inconsistencies	Responsiveness to topic consistently clear, with strong audience awareness Rhetorical approach apparent
Organization & Development	No evidence of organization or development Writes in simple words or phrases Simple sentences	Limited evidence of organization and development Sentence level organization No Paragraphs	Basic sense of organization Beginning of paragraphs and development, but no control Attempts are made at more complex ideas	Basic sense of transition Traces of fluency Shows an awkward sequence of ideas Topic sentence and some support	Some support and some transition Attempt to gain global control	Support is apparent Logical development through transition Moving towards global control	Global logic and support Engaging and persuasive through the use of appropriate examples and vivid details
Word Choice	Limited vocabulary Vocabulary shows strong first language interference No sign of word forms	Vocabulary shows some first language interference Repetitive word use Inappropriate usage of word forms	Some inappropriate word choice Experiments with new vocabulary, but uses incorrect word forms	Vocabulary generally appropriate to topic with some inappropriate word choice and repetition Sometimes non-specific	Vocabulary generally appropriate to topic with some inappropriate word choice and limited variety	Vocabulary consistently relevant, varied and specific to topic Some knowledge of native register is evident	Use control for vocabulary and overall register
Grammar & Mechanics	Some parts are recognizable as English Does not demonstrate the conventions of English Simple phrases Possible S-V-O awareness	Phonetic spelling Use of periods; inappropriate use of commas Lack of basic syntax Elementary sentences	Spelling control of high frequency words Some control of basic tenses Simple syntax with generally correct punctuation & capitalization Begins some use of modals	Lack of sentence boundaries; overuse of commas due to attempts at more complex sentences; Fragments, Run-ons Begins some modal use; high level of misuse of tense, but wider range of tenses	Sentence sense is evident Punctuation generally appropriate Rare occurrence of fragments/run-ons Some use of conditionals to conjecture; grammar errors exist, but don't impede flow of ideas	Sentences are more varied and better structured Stronger control of subordinate clauses More control of conditionals to conjecture	Mastery of sequence of tenses Mastery of most punctuation Mastery of conjecture

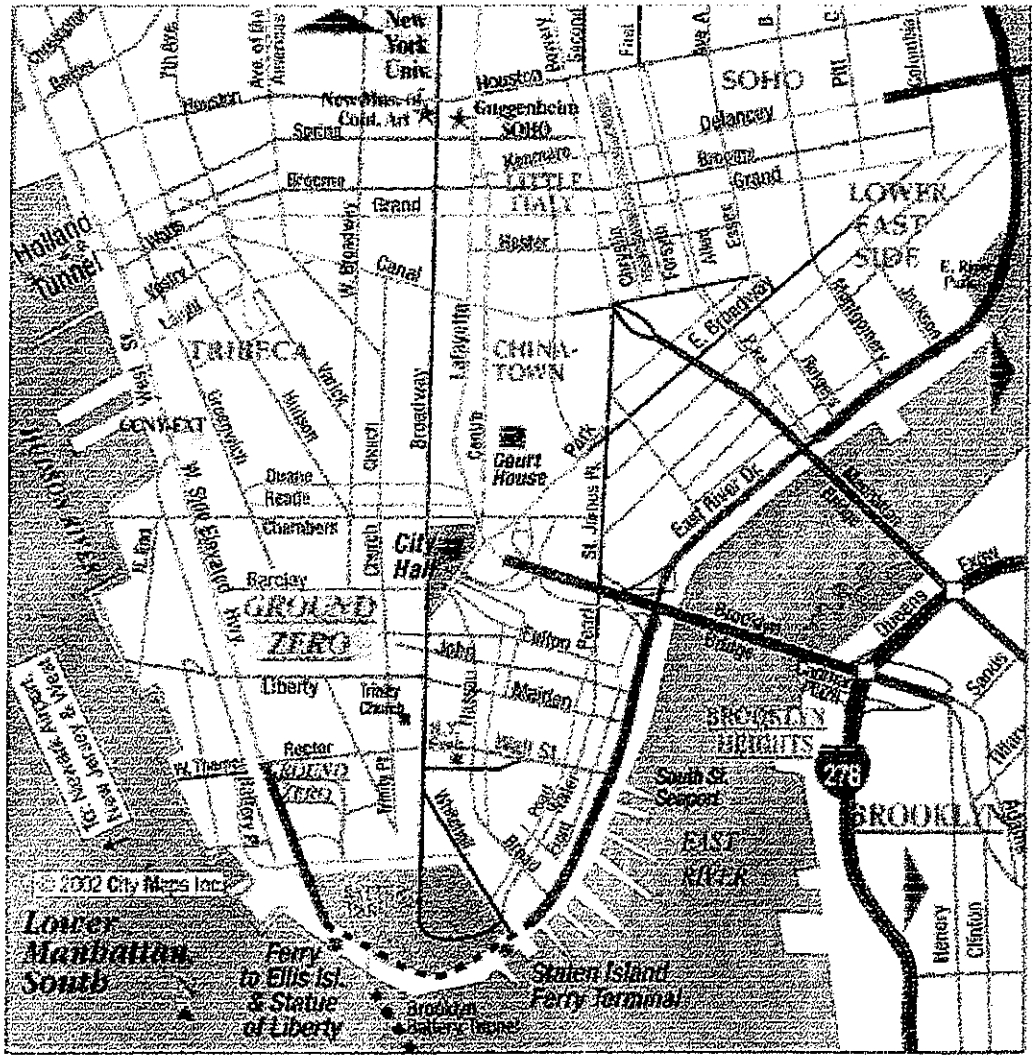
Appendix 2







Appendix 3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Houston
Guggenheim SOHO
Delancey
Broome
Grand
LITTLE ITALY
LOWER EAST SIDE
Holland Tunnel
Canal
TRIBECA
CHINA-TOWN
Broadway
Lafayette
Court House
Chambers
City Hall
Barclay
GROUND ZERO
Liberty
Trinity Church
Rector
Cortlandt
Fulton
Maiden
BROOKLYN HEIGHTS
South St. Seaport
EAST RIVER
278
BROOKLYN
Battery Park
Lower Manhattan, South
Ferry to Ellis Isl. & Statue of Liberty
Brooklyn Battery Tunnel
Staten Island Ferry Terminal
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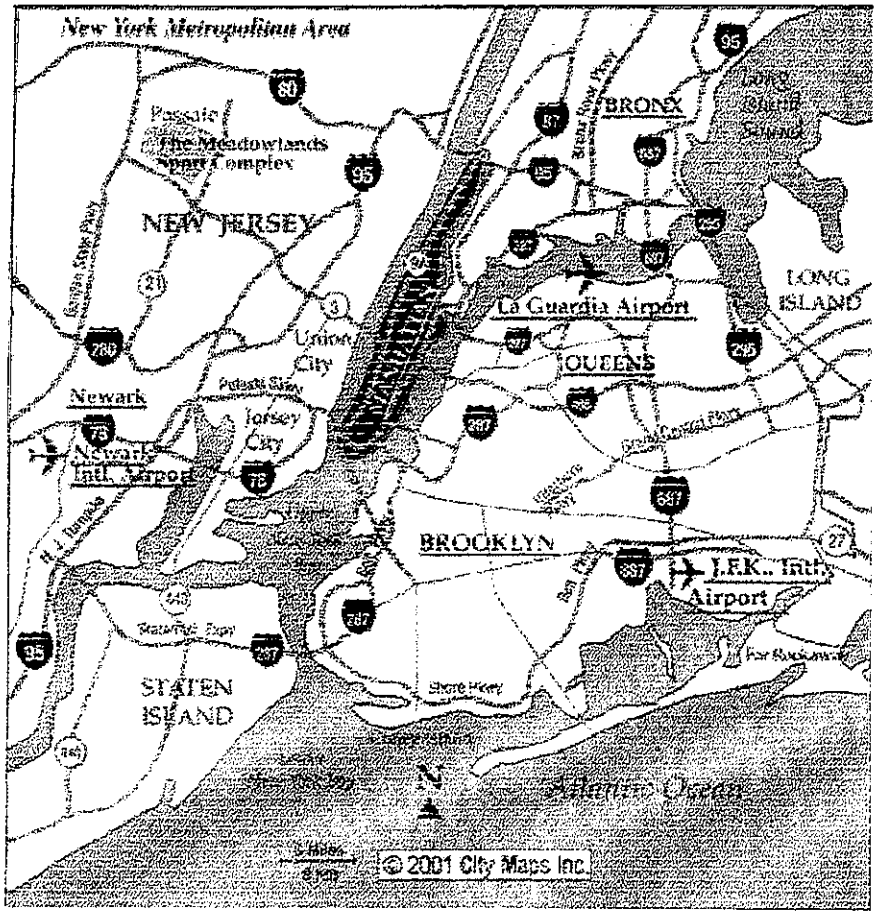
New York Metropolitan Area
BRONX
NEW JERSEY
Passaic
The Meadowlands Sports Complex
Union City
Newark
Jersey City
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LONG ISLAND
QUEENS
BROOKLYN
J.F.K. Intl. Airport
STATEN ISLAND
Atlantic Ocean
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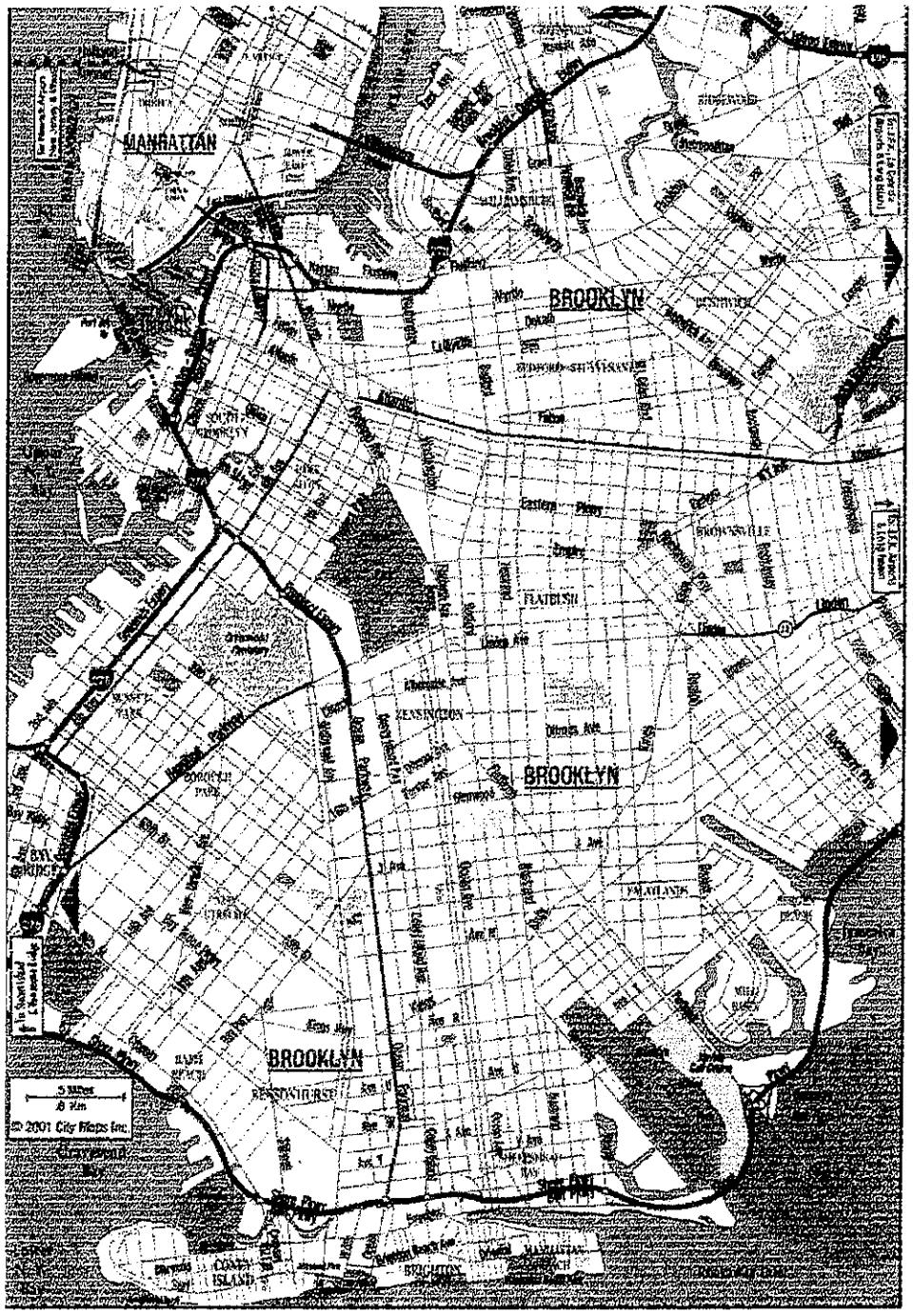
MANHATTAN
BROOKLYN
BROOKLYN
BROOKLYN
FLATBUSH
KENSINGTON
PALAIRLANDS
Kings Hwy
Ocean Pkwy
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Shore Pkwy
Linden
Eastern Pkwy
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Flatbush
Ocean Ave
Coney Island
Brighton Beach
Prospect Park
Marine Golf Course
Greensend Bay
Rockaway
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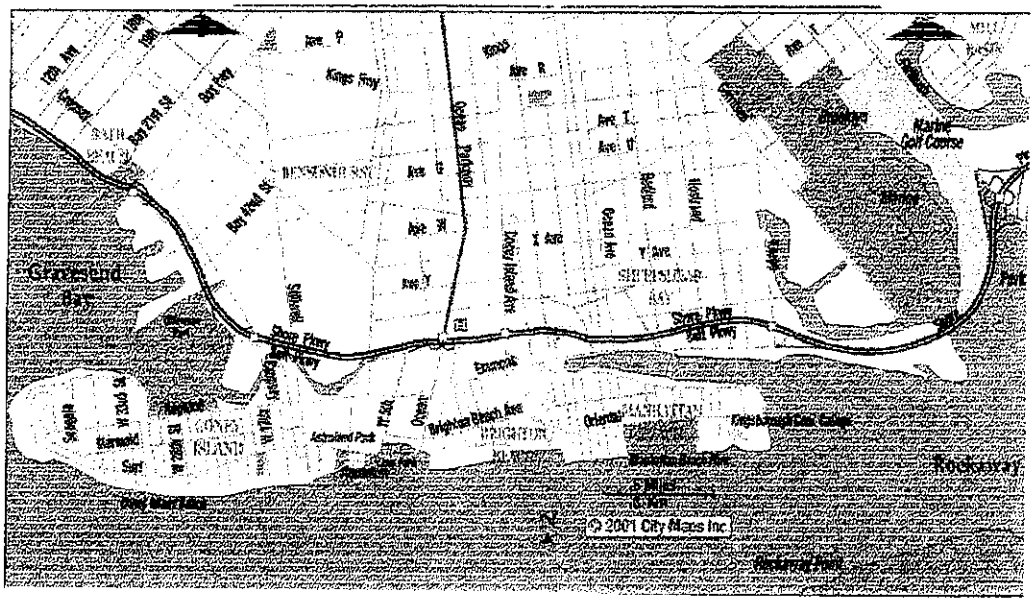
Kings Hwy
Ocean Pkwy
Belt Pkwy
Shore Pkwy
Brooklyn
Marine Golf Course
Greensend Bay
Coney Island
Brighton Beach
Rockaway
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